**Eleanor Tinsley Elementary School**

 **Assessment Policy**

**Philosophy**

**Principles of Assessment**

The Eleanor Tinsley Elementary community identifies with the IB beliefs on assessment, “assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching”. The assessment process is cyclical and is important to the overall achievement and growth of a student. Teachers and students are engaged in the assessment of student progress with student-initiated projects and diverse learning opportunities. Teachers believe in planning critical and thought-provoking learning opportunities for students to boast what they have learned. Educators also arm themselves with a variety of research-based strategies that are used to tailor instruction to the individual needs of students as well as the group. The Tinsley community also understands and supports the importance of teacher and student self-assessment and reflection. At Eleanor Tinsley we believe in assessment being effective and acknowledge the 7 characteristics of effective assessment as outlined by the IB; authentic, clear and specific, varied, developmental, collaborative, interactive and feedback to feedforward. The student plays an instrumental and important role in the assessment process as does the teacher who must ensure the assessment is appropriate and relevant.

Tinsley Elementary School acknowledges the below agreements as our Assessment Essential Agreements:

* teachers will share the progression of students understanding of the learner profile attributes with parents at the end of each grading cycle and unit of inquiry
* all students will create a portfolio that contains 8 work samples from each unit of inquiry with one being a written summary of the unit of inquiry
* central idea and unit of inquiry expectations will be clear and understandable at the beginning of the unit
* assessment rubrics will be given upfront and explained prior to the start of the assessment
* students will have an opportunity to reflect on all work samples in their PYP portfolios

**Practice in Assessment**

* teachers must be cognizant of the learning outcomes that they intend to be assessed prior to the design of the assessment
* teachers should employ strategies that are targeted and specific to the varied needs of students and their unique learning experience
* student and teacher reflection must be present in the assessment process
* students should have opportunities to make connections with what they are learning to the learner profile attributes as well as have an opportunity to assess their understanding of the learner profile attributes
* student anecdotal notes or reflections will be kept and housed in the student portfolio
* teachers will use a variety of assessment strategies and tools including but not limited to rubrics, anecdotal notes, CFU, etc.
* authentic assessment opportunities are given to students in each unit of inquiry

**Types of Assessment**

Tinsley Elementary School will assess with pre-assessment, formative and summative assessments which can take the form of the following: anecdotal notes and records, group and individual conferences, teacher made rubrics, district level assessment, district snapshots, running records, checklists, performance assessments.

Group conferences: Meetings that take place between a group of students and the teacher where goals are discussed. Teacher feedback/feedforward is also given during this session.

Individual conferences: meetings that take place between the student and teacher where goals are discussed. Teacher feedback/feedforward is also given during this session

Rubrics: a grading guide that is explicit in the criteria of the student work that will be judged

District Levels Assessments: assessments that are used to compare how students perform across the district over a semester of objectives

District snapshots: district level assessments that are used to compare how students performed across the district on the more recent objectives

Anecdotal notes/records**:** brief written notes that are based on student observation

Pre-assessments: the teacher will assess students’ prior knowledge and experience prior to beginning the new learning experience

Formative assessment: the teacher will assess students’ learning thus far and will be used to plan for the next stage of the learning

Summative assessment: these assessments take place at the end of the unit of inquiry or teaching and learning process and students have an opportunity to demonstrate all that has been learned.

**Student self-assessment**

Students are given time to reflect and assess their learning throughout the day in all subject areas. This takes place with reflection opportunities, Kagan strategies, brain dumps, etc. Teachers and students also utilize learner profile attributes as a means of assessment throughout the lesson.

**Portfolios**

Portfolios are a record of the student’s learning throughout the learning process and are used as a reflection and assessment tool as the student continues throughout the programme. Students are given adequate time to reflect on their progress in all subject areas as well as their progression of the learner profile attributes. Student portfolios are separated by transdisciplinary theme and grade level. The portfolios will remain at Eleanor Tinsley Elementary School and travel with the student to each grade level. When the student leaves the school, portfolios are then the property of the exiting student.

Student portfolios…

* allow students an opportunity to participate in their own learning
* push students to reflect on all they have learned and the progress they have made
* allow parents and students an opportunity to see the continuum of learning
* leaves students with a body of work that they can be proud of

**Exhibition**

Fifth grade students will participate in a fifth-grade exhibition which will be considered a summative assessment. It is a summative and representative assessment of their final year in the PYP. Exhibition is a task to be undertaken by the student with the assistance of a mentor and allows students to exhibit all they have learned while in the pyp.

**Recording**

**Assessment Tools and Strategies**

* **Anecdotal records:** brief written notes that are based on student observation
* **Rubrics:** a defined list of expectations as they relate to each criterion that describes the level of quality
* **Test/quizzes:** these assessments take a snapshot of a student’s knowledge over a single subject
* **Checklists:** a list of information that should be present in the students’ work
* **Benchmarks:** samples of student work that are used as a standard against other work samples
* **Open-ended tasks:** students are required to communicate an original response that can be presented verbally, written, diagram or any other unique representation
* **Student reflections:** At the end of the unit, students are asked to reflect on all they have learned

**Reporting**

Reporting is giving feedback or feedforward from assessments. It is a means of communicating what students are knowledgeable of and capable of doing. Effecting reporting should:

* Be representative of community principles
* Involve all stakeholders: parents, students, teachers, and staff
* Fair and comprehensive
* Clear and understandable for all parties
* Allow teachers an opportunity to reflect and alter their future teaching and assessment

**Teacher-Student Conferences**

Informal conferences that take place to give the student brief feedback/feedforward. These conferences also lend students an opportunity to reflect on their work and make appropriate decisions moving forward.

**Student-Led Conferences**

This style of conference will take place once a year. The purpose of this conference is for the student to inform the parent of their learning and progress. Students are taking responsibility for their learning while sharing their progress with parents. Students will pull samples from their portfolio and reflect on their samples with parents. The samples will be chosen with the assistance of the teacher, who is merely a support. Conferences will be planned in the classroom setting prior to the conference day.

**Teacher-Parent-Student Conference**

These conferences are held at least once a year and are an opportunity for the teacher and parent to gather and discuss the progress of the student. The teacher will discuss any goals the student may have and reinforce how the parent can assist the student at home.

**The Written Report**

According to HISD policy, K-5 students will receive a written report every 6 weeks with a progress report sent home mid cycle. The Teacher will give written feedback on a student’s development of the PYP learner profile attributes at least twice a year.

**Assessment Review**

As a staff, we will review our assessment policy and agreements annually and or as needed.

**IB Learner Profile**

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

**Inquirers**- We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**- We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**- We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**- We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**- We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**- We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**- We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**- We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.