



Briarmeadow Charter School

Assessment Policy

What we believe in:

Briarmeadow Charter School's instructional program is based on ongoing assessments and evaluations that guide instruction. Teachers utilize student performance to plan for intervention and acceleration through:

- daily observations
- student work
- systematic performance assessments
- formative assessments
- summative assessments
- criterion-referenced testing (STAAR)

In addition, these tools determine what students know and understand about the world. These evaluations serve to differentiate teaching, while monitoring student progress in terms of the IB learner profile. The primary objective of assessment at Briarmeadow is to provide feedback on the learning process through a narrative report card and mandatory student-parent-teacher conferences.

Assessment: How Do We Discover What Students Have Learned?

All classroom teachers utilize a variety of assessment tools throughout the school year to document student progress and plan for future instruction. All assessments are expected to be analyzed systematically by teams across grade levels to guide instruction.

According to the International Baccalaureate Assessment Curriculum:

1. **Formative assessment and prior knowledge assessments** are interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and learning activities are directly linked; neither can function effectively or purposefully without the other
2. **Summative assessment** occurs at the end of teaching and learning process and provides students with opportunities to demonstrate what they have



learned. It aims to give teachers and students a clear insight into students' understanding (International, 2009).

3. **Student Self-Assessment** occurs throughout the learning experiences and allows for students to see exactly where they are on their learning journey.

The principal purpose of assessing what has been learned is to understand student needs in order to differentiate instruction. Learning doesn't always occur in weekly segments. Assessments happen frequently and consistently throughout the year and the school day. Therefore, assessments will not occur simply because it is a Friday. Additionally, there will be no benchmark testing the week before or during the STAAR test for students in 3rd – 8th grade.

In order for assessments to be **effective**, teachers should consider whether:

- Students' inquiry **develops over time**; students ask questions of depth
- Students become aware that **real problems require solutions** that integrate several subjects
- Students master skills and accumulate a **comprehensive knowledge base**
- Students demonstrate **independence** and work **collaboratively** (International, 2009)

Recording: Strategies and feedback

Teachers use a range and balance of school based assessment strategies and feedback techniques. Strategies include: observations (individual, group), performance assessments (audio, video, narrative), process focused assessments (multiple observations during the process), selected responses (tests, quizzes, benchmarks), and open-ended tasks (brief response including a written answer, drawing diagram or solution). Feedback techniques can be defined as:

- Rubrics – developed by teachers and students, an established set of criteria that tells what characteristics to look for in student work.
- Checklists – lists of information, data that should be present in the work
- Student Growth Tracker Chart – a visual representation of student progress over time



The following are examples may include, but are not limited to, the types of assessments used at BCS:

	Reading/ Language Arts	Mathematics	Science	Social Studies	Other Assessments
Pre- Kindergarten	Circle, Teacher Observations, daily Demonstrations of Learning (DOLs)	Circle, daily Demonstrations of Learning (DOLs)	Teacher Observations, IB Formative and Summative Assessments	Teacher Observations, IB Formative and Summative Assessments, Anecdotal Records during Dramatic Play	
Kindergarten	DIBELS (Dynamic Indicators of Basic Early Literacy Skills), High Frequency Words, Teacher Observations, Daily Demonstrations of Learning (DOLs), IB Formative and Summative Assessments, Anecdotal Records	NWEA MAP Growth Assessment, Teacher Observations, Daily Demonstrations of Learning (DOLs), Module Assessments, Anecdotal Records	Teacher Observations, IB Formative and Summative Assessments, Anecdotal Records	Teacher Observations, IB Formative and Summative Assessments, Anecdotal Records, Dramatic Play	COGAT (GT Applicants), TELPAS (students identified as English Language Learners)
1st Grade	DIBELS (Dynamic Indicators of Basic Early Literacy Skills), High Frequency Words, Teacher Observations, Daily Demonstrations of Learning (DOLs), IB Formative and Summative Assessments, Anecdotal Records	NWEA MAP Growth Assessment, Teacher Observations, Daily Demonstrations of Learning (DOLs), Module Assessments, Anecdotal Records	Teacher Observations, IB Formative and Summative Assessments, Anecdotal Records, Science notebooks	Teacher Observations, IB Formative and Summative Assessments, Anecdotal Records, Dramatic Play	COGAT (GT Applicants), TELPAS (students identified as English Language Learners)
2nd Grade	NWEA Map Growth, High Frequency Words, Teacher Observations, Daily Demonstrations of Learning (DOLs),	NWEA MAP Growth Assessment, Teacher Observations, Daily Demonstrations	NWEA MAP Growth, Teacher Observations, IB Formative and Summative Assessments, Anecdotal	Teacher Observations, IB Formative and Summative Assessments, Anecdotal	COGAT (GT Screener-all students),



BRIARMEADOW CHARTER SCHOOL

Houston Independent School District

(713) 458-5500 3601 Dunvale Rd, Houston, TX 77063



	Amplify Reading Unit Assessments, IB Formative and Summative Assessments, Anecdotal Records	of Learning (DOLs), Math Module Assessments, Anecdotal Records	Records, Science notebooks	Records, Inquiry notebooks	TELPAS (students identified as English Language Learners)
3rd Grade	NWEA Map Growth, STAAR Reading and Language Arts, Teacher Observations, Daily Demonstrations of Learning (DOLs), Amplify Reading Unit Assessments, IB Formative and Summative Assessments, Anecdotal Records	NWEA MAP Growth Assessment, STAAR Math, Teacher Observations, Daily Demonstrations of Learning (DOLs), Math Module Assessments, Anecdotal Records	NWEA MAP Growth, Teacher Observations, IB Formative and Summative Assessments, daily Demonstrations of Learning (DOLs), Student Presentations with rubrics, Science Notebooks	Teacher Observations, IB Formative and Summative Assessments, Student Presentations with rubrics, Anecdotal Records	COGAT (GT Applicants), TELPAS (students identified as English Language Learners)
4th Grade	NWEA Map Growth, STAAR Reading and Language Arts, Teacher Observations, Daily Demonstrations of Learning (DOLs), Amplify Reading Unit Assessments, IB Formative and Summative Assessments, Anecdotal Records	NWEA MAP Growth Assessment, STAAR Math, Teacher Observations, Daily Demonstrations of Learning (DOLs), Math Module Assessments, Anecdotal Records	NWEA MAP Growth, Teacher Observations, IB Formative and Summative Assessments, daily Demonstrations of Learning (DOLs), Student Presentations with rubrics, Science Notebooks	Teacher Observations, daily Demonstrations of Learning (DOLs), IB Formative and Summative Assessments, Student Presentations with rubrics, Anecdotal Records	COGAT (GT Applicants), TELPAS (students identified as English Language Learners)
5th Grade	NWEA Map Growth, STAAR Reading and Language Arts, Teacher Observations, Daily Demonstrations of Learning (DOLs), Amplify Reading Unit Assessments, IB Formative and Summative Assessments, Anecdotal Record	NWEA MAP Growth Assessment, STAAR Math, Teacher Observations, Daily Demonstrations of Learning (DOLs), Math Module Assessments, Anecdotal Records	NWEA MAP Growth, STAAR Science, Teacher Observations, IB Formative and Summative Assessments, daily Demonstrations of Learning (DOLs), Student Presentations with rubrics, Science Notebooks	Teacher Observations, daily Demonstrations of Learning (DOLs), IB Formative and Summative Assessments, Student Presentations with rubrics, Anecdotal Records	COGAT (GT Applicants), TELPAS (students identified as English Language Learners) Exhibition



Portfolios: “Celebrating an Active Mind at Work”

A portfolio is a record of students’ involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student’s progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans (International, 2009).

Please note that work samples and data collected (Ex.: Running records, anecdotal notes) by the teacher for the purpose of the report card and progress reports, should be maintained separately.

What our portfolios show and how they are used:

- Portfolios are collections of student work that reflect each child’s learning throughout their years at Briarmeadow Charter School.
- They contain authentic reflections of the whole child and help to portray a full picture of the student’s growth over time.
- Adding work into the portfolio is an ongoing process that teachers and students work on collaboratively throughout the year.
- Portfolios are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time (International, 2009).
- They are a communication tool used during student-led conferences, parent meetings and available to relevant teachers, staff, families and district personnel.

How portfolio items are selected:

- Portfolio items will differ by grade level and include the following:
 - Pre-K, Kindergarten and 1st Grade
 - One student or teacher selected item per unit of inquiry
 - One writing sample per grade level
 - One self-reflection involving the learner profile per unit of inquiry
 - 2nd and 3rd Grade
 - Two teacher or student selected items per unit of inquiry
 - One writing sample per grade level
 - One self-reflection involving the learner profile per unit of inquiry
 - 4th and 5th Grade
 - Two student-selected items per unit of inquiry
 - At least one writing sample per grade level



- One self-reflection involving the learner profile per unit of inquiry
- Enrichment Subject Areas
 - One PE, Art, Spanish, or Media Literacy item per student, per year in any transdisciplinary theme

How portfolios are organized and managed:

- Portfolios are kept in three ring binders and can be found in each student's current classroom or cluster area.
- Binder sections are: Learner Profile, Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet
- All portfolio items will be dated and in sequential order behind the appropriate binder tab. Therefore, when you view a section you will see the oldest items first and as you turn the pages you will move forward in time with the most recent item being the last in each section.
- If the hard copy of a product isn't feasibly stored in the binder, (ie. video, audio file, PowerPoint, etc.) the item is to be stored as a digital file and/or linked as a QR code. Make a notation in the portfolio including a dated description of the item with its location and file name. Photographs of large items or hands-on learning experiences can be placed in the portfolio.
- At the end of the school year, teachers keep the students' portfolios (unless it is known that the student is not returning). In the first week of school, students go to their old classroom to collect their portfolio and take it to their new classroom. At the end of the PYP, students can take their portfolios home.
- Students are involved in the selection of their work to show parents and are responsible for identifying points of strength and areas for growth. Students are responsible for their learning process.

Reporting: Communicating the Information

Learner Profile – BCS teachers send home a Learner Profile Report to Parents once a year. Parents, students, and teachers are given an opportunity to reflect on the Learner Profile attributes and learning goals that are specific to each individual.

Student-Led Conferences– At the end of the year, students in all grade levels participate in a student led conference. Parents visit Briarmeadow Charter School, and students use their portfolio as a guide to share and reflect on student learning.

Exhibition – Each year, BCS fifth grade students carry out an extended, collaborative inquiry project, known as the exhibition, under the guidance of their teachers and an adult mentor. Students select a research question based on a real world problem,



and they spend a significant amount of time investigating the problem, conducting research, exploring solutions, collaborating with peers, preparing a presentation, and presenting to their peers and the community their end product. While exhibition is not for a grade, students are assessed during the process. As a result, they are given feedback by their teachers and mentors as well as their peers and frequent self-reflection in order to produce an outcome that represents the culmination of their learning in the Primary Years Programme.

Report Card – Briarmeadow Charter School uses HISD’s six-week cycle reporting terms with a school based mastery grading system when communicating student progress to parents. Briarmeadow Charter School adopted a mastery-based reporting system so that parents have a clearer understanding of what the student knows and how his/her performance compares to grade level expectations.

For Pre-Kindergarten and Kindergarten, each subject area standard will have a “ranking” of:

- 1 - Discovering
- 2 - Exploring
- 3 - Connecting

with 3 being the highest level of achievement. The rankings indicate student performance in relation to grade level expectations, which increase as the year progresses.

The report card in **1st-5th grade** provides “quality of performance” rankings 1-4.

1 Demonstrates inadequate understanding with extensive support	2 Demonstrates partial understanding with support	3 Demonstrates understanding with minimal support	4 Demonstrates consistent mastery
---	--	--	--------------------------------------

Kindergarten – 5th grade report cards go home once every 6 weeks. All students will receive a progress report mid-way through all grading cycles.



Works Cited

Houston ISD. (2012) *Gifted and Talented*. Retrieved February 18, 2014, from <http://www.houstonisd.org/portal/site/GiftedTalented/>

International Baccalaureate Organization. (2009) *Primary years programme curriculum framework*.

Retrieved October 18, 2014, from <http://www.ibo.org/pyp/curriculum/learned/>

International Baccalaureate Organization (2009). Making the PYP Happen: A curriculum framework for international primary education. Cardiff, Wales: Peterson House. pp. 45

International Baccalaureate Organization (2014). MYP from principles to practice. Cardiff, Wales: Peterson House.