

## Shadydale Elementary

### IB Assessment Policy

Established March 2018

#### Mission

The mission of Shadydale Elementary is to maintain high expectations and promote academic excellence for all students. Students will develop the necessary skills needed to be inquiring, knowledgeable, and risk-taking global citizens who are empowered to take action in their school, community, and the world.

#### Purpose of Assessment

The purpose of assessment is to inform students, teachers, administrators, and parents of what purposeful and effective assessments are. Purposeful, effective assessment allows the students to be an active participant in their learning by reflecting on their progress and demonstrating what they understand. It also allows teachers to drive their instruction and to communicate the progress being made to students, parents and administration. Purposeful assessments help parents observe evidence of their child's development and understanding. Administrators can use the data from assessments to adequately prepare professional development for instructional staff and to communicate the progress being made by the students to community and district shareholders.

#### Types of Assessment

- **Pre-Assessment/Diagnostic Assessments** are used prior to instruction to help teachers evaluate student ability levels and, as a result, guide teacher instruction.
- **Formative Assessments** are ongoing and provide teachers with information about what the student understands and can demonstrate. It gives students opportunities to improve their understanding. Teachers use a variety of tools to document student progress including teacher observations and questions, student demonstrations of learning, reflective writing, and running records.
- **Summative Assessments** occur at the end of a unit and give students a chance to demonstrate their overall understanding of the central idea and the lines of inquiry. In the 5th grade, students complete their Exhibition unit of inquiry to demonstrate their understanding of the IB PYP elements acquired over their career in the Primary Years Programme. Students reflect at the end of every unit, assessing their understanding of the central idea, key concepts, transdisciplinary skills and learner profile attributes presented during the inquiry.
- **District Common Assessments** are also given at the end of each grading period to track student learning based on the planning guides provided by the district. End-of-course assessments are also given in reading and math in December as a mid-year gauge of student progress.
- **State and district mandated tests**, like the STAAR (State of Texas Assessment of Academic Readiness), TELPAS (Texas English Language Proficiency Assessment System),

IOWA, are external assessments used annually to assess overall understanding of the specific grade level content and standards.

<b>District and State Required Assessment Calendar</b>		
<b>Assessment</b>	<b>Dates</b>	<b>Grade Level(s)</b>
Renaissance Learning (Universal Screener)	September, January, May	K-5 Reading K-5 Math
State of Texas Assessment of Academic Readiness - State mandated assessment	April, May	3rd-5th Reading 3rd-5th Math 4th Writing 5th Science
High Frequency Words	September, January, May	K-2 Reading
Texas English Language Proficiency Assessment System (TELPAS)	March, April	Teacher Ratings K-5 and online Reading 2nd-5th
District Snapshots & School Level Assessments	End of each 6-week period	K-5 Reading K-5 Math 5th Science 4th Writing
Reading Running Records	September, January, May	K-3 Reading

**Grading Scale for Kindergarten – 1st Grade**

In recording marks for Kindergarten and First grade students on the student profile/report card, the symbols "E", "S" and "N" shall be used. "E" indicates excellent progress, "S" indicates satisfactory progress and "N" indicates needs improvement. A notation should be made on the report card indicating student work below grade level. Documentation shall include observations, checklists, portfolios, anecdotal records, work journals, and performance based tests.

**Grading Scale for 2nd-5th Grades**

Six weeks grades are issued to students following the close of each six-week period. Accurate records of all grades – daily and test grades – are to be kept by each teacher. Teachers may be called upon to justify a grade placed on a report card. Teachers update grades weekly, thus enabling parents to access their child’s accurate grades anytime through Parent Portal (an online tool that allows parents and guardians to access student records).

- 100%-90% = A
- 89%-80% = B
- 79%-70% = C
- 69%-60% = D
- Below 60% = F

## **Homework**

Teachers are mindful that assigned homework is a review or reinforcement of that day's lesson or previously developed lessons. Homework is not used to keep students busy or to introduce new information. Kindergarten and first grade homework should last about 10 minutes, second grade-20 minutes, third grade-30 minutes, fourth grade-40 minutes, and fifth grade-50 minutes. All grades levels ask families and students to participate in some form of outside reading.

## **Responsibilities**

- **Students**
  - Actively participate in classroom lessons and assignments
  - Successfully complete any given assessments
  - Strive to achieve the attributes of the Learner Profile
  - Reflect on their learning at the end of each unit
- **Parents**
  - Monitor child's progress on Parent Portal
  - Encourage their child to do their best on all their work
  - Read with their child daily
  - Contact the teacher if questions about their child's progress arise
- **Teachers**
  - Create rigorous, engaging, inquiry based lessons and units aligned to state and district standards
  - Plan with the end in mind; create instructional calendars and assessments to be used at the end of every unit
  - Provide timely feedback to students, parents and administrators about student progress
  - Maintain communication about student progress with parents and administration
- **Administration**
  - Provide planning time in the weekly schedule for lesson planning, data meetings and instructional feedback
  - Provide feedback to teachers on instructional calendars, common assessments, lesson plans and execution of lessons
  - Cultivate a culture that prioritizes assessments for student learning and instructional feedback
- **IB Coordinator**
  - Schedule IB training for new teachers
  - Coordinate data meetings at the end of each six weeks
  - Arrange IB teacher collaboration, with grade level teams and/or vertical teams, to plan and reflect on units of inquiry
  - Provide feedback and support to teachers when developing and reflecting on the unit planners

- Understand and present IB Program Guidelines to teachers, staff and community members
- Ensure that the PYP campus is upholding the practices and procedures of an IB World School

### **Portfolio Binders**

The PYP student portfolio is a compilation of academic work for each student in Kindergarten through fifth grade from every transdisciplinary unit. It is used as authentic, qualitative evidence of student learning from each unit of inquiry. Reflections from the students after each unit are also gathered and stored in the binder to show further internalization of the central idea, learner profile attributes, and transdisciplinary skills acquired during the unit. These binders will follow the students as they progress through the PYP and will be an informal assessment of their overall understanding of the major themes throughout their PYP career.

### **Progress Reports for the Students Regarding the Learner Profile**

The students will receive feedback from their classroom teachers every semester on their progress of the learner profile attributes. These reports will be shared with parents at conferences or be an addendum to their district issued report card.

### **Ongoing Review of Assessment Policy**

The Assessment Policy is a working document which requires ongoing review and revision based on the needs of the student population at Shadydale Elementary and the requirements of Houston ISD and the state of Texas. The IB Committee, comprised of administrators, teachers, staff, and parents will review the Assessment Policy every year after authorization is achieved. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA during a PTA meeting. The final document will be posted on the school's website.