



## Memorial Elementary School Assessment Policy

### Our Philosophy:

Memorial Elementary believes that intentional assessment is critical to improving student and teacher performance, as well as providing academic feedback to students and parents. Assessment is valued as an integral tool at every stage of student learning via pre-assessment, formative assessment, and summative assessment tasks. The data that effective assessments provide serves as a roadmap for instructional planning and helps teachers to tailor their lessons to the diverse needs of their students. As a candidate school for the International Baccalaureate PYP programme within the Texas public education system, we assess in an effort to meet multiple standards.

Assessments will be used to determine the following:

- Student progress in fulfilling the attributes of the Learner Profile
- The extent to which students have demonstrated understanding of their units of inquiry and the elements of the programme, and
- Mastery of the Texas Essential Knowledge and Skills (TEKS) at every grade level.

Our assessment policy outlines the principles that guide our assessment decisions and practices, including tools, strategies, and inclusive assessment arrangements, utilized to ensure that authentic and effective assessments are the norm on our campus.

### The Assessment Process:

We believe that effective instructional planning embraces a backward design approach. Teachers begin by identifying the desired results of the unit or lesson and determining the most appropriate method of assessment. In addition, when planning for assessments, teachers should take into account a variety of learning styles and allow students to demonstrate understanding in a variety of ways.

Pre-assessments are utilized at the onset of learning to determine students' prior knowledge, strengths, and academic challenges. During the delivery of instruction, teachers will use formative assessments to track student progress toward their learning goals, adjust instruction to address student misconceptions, and provide ongoing feedback to learners.

At the conclusion of a unit, students will be assessed using summative assessments to measure their overall understanding of that unit. Once a summative assessment is given, teachers and students will review and reflect upon the results to plan and further guide instruction.

### How Do We Assess?

Classroom teachers utilize a variety of tools to assess students throughout the year, document their progress, and plan for future instruction.

Our curriculum includes several types of assessments:

- **Pre-assessments and diagnostic assessments** are used to identify incoming knowledge and skills and serve to show teachers what still needs to be learned. Pre-assessments are a way to maximize instructional time by focusing teaching on what students need to learn, not what they already know.
- **Formative assessments** are a form of informal assessment that allows teachers to check for understanding throughout a lesson or unit. These assessments provide teachers, students, and parents with feedback on how students are progressing toward their learning goals. Students use formative assessment data to evaluate their own learning and set further learning goals.
- **Summative assessments** are completed at the end of a period of learning to evaluate student learning. Summative assessments can take many forms including traditional multiple-choice tests, open-ended questions, project-based learning, student presentations, portfolios, as well as others.
- **Student reflection and self-assessment** allows students to reflect upon their progress toward their own learning goals. Students are able to evaluate their starting point, growth, and the next steps they would like to accomplish. Students may also create action plans for their own growth.

### Reporting Assessment:

Student progress will be reported in a variety of ways to ensure that parents, students, and teachers are all aware of student progress. We

believe in the power of collaboration and understand that partnerships between schools and families are critical for student success. Reporting on student progress will occur in several modes:

- Reports Cards
- Progress Reports
- Conferences
- Exhibition (5th grade) and EXPO (Pre-k - 4th Grade)

### Student and Parent Roles in Assessment:

The student's role in effective assessment is to share their learning and demonstrate their knowledge and skills during and after the delivery of instruction. Students are held accountable for accessing prior knowledge, building upon it, and then utilizing it to drive their inquiries and acquire new knowledge. Once students have been assessed and teachers have provided feedback, students will reflect upon their own progress toward their learning goals and create new individual goals.

The parent's role is to work with both the teachers and their children to encourage and support the accomplishment of students' individual learning goals. The parents will support students as they reflect on their goals and help them set and accomplish new goals.

### State and Local Requirements:

As a public school in the state of Texas, we are required to administer several assessments throughout the year. The following district and state assessments are administered throughout the year:

- The **STAAR test** is administered yearly in grades 3 through 5 in the areas of math, reading language arts, and science (5th grade only).
- The **NWEA MAP** is a universal screener for grades k through 5 in the areas of math, reading, and science. This screener is given three times a year BOY, MOY and EOY.
- The **DIBELS assessment** is administered to all students in grades K and 1 to measure foundational literacy skills.

References:

*Houston ISD Student Assessment Department*

<https://www.houstonisd.org/Domain/16084>

Texas Education Agency. "Student Assessment." *Texas Education Agency*, 2 June 2022, <https://tea.texas.gov/student-assessment> .