



## Assessment Policy ~ 2020-2021

### Philosophy and Beliefs

Dailey Charter School agrees that the fundamental purpose of assessment is to collect and analyze data (evidence of learning) to make decisions about how children are performing and growing. Learning is a cyclical process where students work toward their personal best and models of mastery. Assessment, therefore, is viewed as being integral with planning, teaching and learning. Assessment is designed by teachers to incorporate a variety of methods and motivate students. Assessments must be high quality and designed to be valid and reliable, with a clear purpose. They may include peer and self-assessments, formal and informal evaluations and observations. Assessments involve students, parents, teachers and administrators.

### Standards and Practices

Standard: Culture through policy implementation (0301)

Practices:

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

### Purpose

Assessment is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of the learner profile attributes and the decision to take responsible action. Formative assessment provides information that is used in order to plan the next step in learning and teaching. Formative assessments give regular feedback through the learning process, foster enthusiasm for learning, help students recognize the criteria for success and assist students in their reflection. Students are observed in variety of situations and using a wide range of assessment strategies. Summative assessment is the culmination of the teaching and learning process, and demonstrates what the student has learned. The summative assessment goal is for the student to demonstrate and transfer their learning autonomously and effectively in new situations.

## Types of Assessment

- Collecting evidence of students' understanding of concepts
- Documenting the learning processes
- Teacher and student created success criteria
- Students reflections on learning
- Students assessing work produced by themselves and peers
- Identifying exemplary student work
- Authentic engagements based on relevant problems or situations

## Recording

Teachers use a range of methods and approaches to gather information about students' learning.

- Observations- based on individual work and collaborative discussions
- Checklists with defined success criteria
- Rubrics with defined success criteria
- Performance- role-play, presentations, problem solving and response to challenges
- Tangible Products— design cycle projects, slide presentations, padlets, voice recordings, videos

## Reporting Assessments

Reporting assessments at Dailey Charter include communicating what students understand, can do, and then apply. In addition to ongoing classroom evaluations, students will receive a 6 week progress report and a report card every quarter for Language Arts, Math, Social Studies, and Science curriculum including effort in the Learner Profile, P.E., Spanish, Music, and Unit of Inquiry.

## Portfolio

Portfolios are a digital collection of student work designed to demonstrate growth, success, higher order thinking, creativity and reflection and are contained on SeeSaw. Portfolios celebrate student learning through the PYP, showing the development of the whole child.

Portfolio content at each grade level should include the following:

- 1 piece of work from each unit with a reflection attached
- 6 Unit Reflections (one per theme)
- 4 Learner Profile Report Cards

Contents should include evidence of:

- Transdisciplinary work
- Students as inquirers and producers of knowledge
- Student and teacher selected work samples

Digital Portfolio Management:

- Portfolios will be contained on the See Saw digital platform.
- Portfolio content will include a variety of media to reflect different learning styles and experiences.
- Portfolios will be available for families to view throughout the year and will be showcased at Dailey's Showcase of Learning at the end of the year.

## Unit of Inquiry

Students are assessed throughout each Unit of Inquiry on the understanding of the central idea, attributes, skills, and student action. Assessments are reported to parents in a timely manner and on a regular basis as well as formally every quarter using embedded formative and summative assessments.

Specialty classes such as Spanish, Physical Education, Music and Art are assessed with effort grades and reported to families each quarter.

## Parent Conferences

Dailey Charter has parent conferences for all students the first quarter of the school year. This is an opportunity to address goals and concerns for the year to come. During the year if there is a need for parents and teacher to discuss students' progress a conference can be arranged at earliest convenience.

## Teacher-Student Conferences

Teacher- Student conferences are held formally and informally on a regular basis throughout the year. They involve goal setting, teaching of specific strategies to build skills and tracking of progress towards the goals. When goals are met, new ones are selected and the cycle continues throughout the year.

## Student Led Conferences

Student led conferences are a formal reporting session where Kindergarten through 5th grade students prepare to share, in the first 10 minutes, their strengths and weaknesses at Parent- Teacher conferences. Kindergarten students pick one strength and one area of growth that they share with their parents. First through fifth grade students share their goals for the year as well as ways their parents can support them in achieving their goals. Student led conferences are designed to give the student ownership over the assessment of their learning, so they are more actively involved and committed. Our student led conferences are done at the end of first quarter, during student's parent teacher conferences.

## The Exhibition

In 5th grade, students participate in an extended, collaborative inquiry approach — the PYP Exhibition. At Dailey Charter the exhibition takes place towards the end of the school year and involves the entire learning community.

Purpose of the PYP Exhibition:

- Students will incorporate the concepts, skills, knowledge, attributes they have acquired
- Students engage and report on an in-depth, collaborative inquiry
- Students can demonstrate independence and responsibility for their learning
- Student have opportunity to explore multiple perspectives of their topics
- Provides an authentic process of assessing student understanding
- Demonstrates how students take action as a results of their learning
- Unites the students, teachers, parents and members of the school community in a collaborative experience
- Promotes a transition of learners from PYP to MYP education

## Standardized Achievement Tests

NWEA- Students in Kindergarten through Fifth grade will take the Northwest Evaluation Association that provides a growth measure towards end of year progress on Common Core State Standards. Assessments are aligned to the Common Core State Standards and are computer adaptive. This assessment is administered three times per year and is used as a way to reflect and set goals for learners.

California Assessment of Student Performance and Progress (CAASPP), Grades 3-5. Students in grades three through eight and eleven take the Smarter Balanced assessment. Students will take tests online. Fifth grade students will take the Science portion of the test.

5th grade Fitness Test- The physical fitness test (PFT) for students in California schools. The main goal of the test is to help students in starting life-long habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by

students, teachers, and parents.

Standardized Achievement test scores are reported to parents from Dailey Charter as soon as results are available to the school.

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