

# Moore Assessment Policy 2017-2019

## **Philosophy:**

At Moore...

- Assessment is integral to all teaching and learning.
- Students and teachers are both actively engaged
- Assessments are ongoing, authentic, varied, and purposeful
- A variety of assessment models capture various learning styles
- Stakeholders are community, parents, teachers, students, families, administration, and staff
- It is important to assess not only the product but the process as well
- Every child is different with different skills, experiences and knowledge

## **Purpose of Assessment:**

Assessment provides knowledge of what students understand, know and are able to do. It is an essential part of the learning cycle. Assessment provides evidence of student learning and growth for celebration as well as critical information for teachers to plan effectively.

## **Assessment Practices as Moore:**

### **Pre-Assessments**

This is an initial assessment to determine what students understand and can do before beginning learning about a new concept or skill.

### **Pre-assessments can include;**

|                 |             |               |           |
|-----------------|-------------|---------------|-----------|
| Running records | Benchmarks  | Checklists    | Pre-test  |
| Word web        | Quick write | Graffiti wall | Role play |

### **Formative Assessments**

These assessments occur along the way as check points for the teacher to see if students are understanding the current learning in the classroom or if adjustments need to be made.

### **Formative assessments can include;**

|                      |                    |                   |                  |
|----------------------|--------------------|-------------------|------------------|
| Quick check          | Show what you know | Exit slip         | Quiz             |
| Teacher observations | Checklists         | Graphic Organizer | Self-Assessments |

### **Progress Monitoring**

This is a way to track learning growth and progress for students based on a specific skill or learning goal. Probes are given and recorded weekly to see if gains are occurring.

### **Progress monitoring tools may include;**

|             |                 |                   |              |
|-------------|-----------------|-------------------|--------------|
| FAST probes | Running Records | Repeated Readings | Skill Checks |
|-------------|-----------------|-------------------|--------------|

## Summative Assessments

This is a cumulative assessment to evaluate learning at the end of a unit. It gives students the chance to share their knowledge and new learning.

### Summatives can include;

|           |             |               |              |
|-----------|-------------|---------------|--------------|
| Projects  | GRASPS      | Presentations | Written Work |
| Role Play | Multi Media | Perf Tasks    |              |

## District/ State Assessments

Moore is required to complete the following assessments by the district and/or state;

- FAST
- Iowa Assessment
- Tennessee English Language Placement Assessment (TELPA)
- English Language Placement Test (ELPA21)
- NWEA MAP
- Alternate Assessments when IEP states

## Essential Elements

The essential elements are the foundation of the PYP.

Knowledge-this is assessed through the formative assessments and the summative for each unit of inquiry. Self assessments are also beginning to be developed to allow students to assess their own learning.

Skills-Several skills/approaches to learning are explicitly taught in each unit of inquiry. Teachers collect evidence to gain an understanding of where students are in their development of that skill.

Concepts-key concepts are linked to the lines of inquiry and allow the teacher to make direct links.

Attitudes-Each unit has 2 attitudes that are explicitly taught. Teachers use a variety of tools to note where students are in their understanding and application of the attitudes.

Action-Student actions are recorded on the planner in the reflection boxes.

### **Evidence Collection Practices at Moore**

At Moore, we use a variety of methods and approaches to collect data about each students' learning and growth.

### **Recording Strategies may include:**

- Observations
- Performance assessments
- Open ended tasks
- Tests/quizzes
- Student reflections

**Recording Tools may include:**

- Exemplars
- Checklists
- Rubrics
- Anecdotal records
- Continuums
- SRG scales
- Individualized Education Plans (IEP's)

**Reporting Practices at Moore**

Reporting at Moore involves communicating what students know, understand and can do. Effective reporting involves parents, students and teachers as partners.

Reporting tools may include:

- Conferences twice a year
- SRG progress reports 4 times per year
- Student presentations
- Portfolios (to be further developed beginning 2018-2019)
- Learner Profile Self Assessment
- Citizen and Employability Rubric for IB schools
- Newsletters

This policy will be reviewed every other year to ensure it reflects our practice.