

MOORE ELEMENTARY ASSESSMENT POLICY



Moore Mission Statement

Our Moore community will empower learners to take action and become knowledgeable, internationally minded, compassionate leaders who will promote a more peaceful world.

Our Philosophy

At Moore Elementary, we believe assessment is integral to all teaching and learning. Students and teachers are both actively engaged in the assessment process, which is ongoing, authentic and purposeful. A variety of assessments provide evidence of student learning and growth for celebration as well as critical information for teachers to plan effectively.

Assessment Rights and Responsibilities

As **teachers**, we provide opportunities for students to show their learning through multiple forms of assessment. As teachers we use assessment to inform interventions, plan responsively and guide communication with our Moore community.

As **students**, we showcase our learning in a variety of ways. We engage in reflection on our learning with peers, teachers, our community and families. We make goals for our learning and take action towards achievement.

As **caregivers**, we regularly monitor our students' progress in school, attend conferences and other activities that promote student learning. We advocate for our students' needs and participate in decision-making about their education.

As a **school**, we engage in ongoing reflection and action around school-based data. We communicate these action steps through a Title 1 School Improvement Plan, IB Action Plan and School Board Monitoring Report.

Effective Assessment Practices

- **Pre-Assessments**

This is an initial assessment to determine what students understand and can do before beginning learning about a new concept. This may include a provocation that invites students to the learning and allows for student agency which guides the next steps of learning for the unit of inquiry.

- **Formative Assessments**

These assessments occur along the way as check points for the teacher to see if students are understanding the current learning throughout the unit of inquiry.

- **Summative Assessments**

This is a cumulative assessment to evaluate learning at the end of a unit. It gives students the chance to share their conceptual understanding and knowledge of the concepts in the central idea in their unit of inquiry.

- **Student Reflection**

Students regularly reflect on their use of the Approaches to Learning, their knowledge throughout the unit of inquiry as well as their progress towards exhibiting the attributes of the Learner Profile. Students showcase their learning in their portfolio.

- **District/State Assessments**

The Des Moines Public School district uses a variety of assessments to measure student growth. See page 3 for details of the purpose of each assessment type.

- Required assessments by the district and/or state;
 - FastBridge Reading
 - EL Spelling Inventory (Grades K – 2)
 - Interim Assessment for Reading and Math (Grades 3-5)
 - FastBridge Math
 - CogAT Screening for Gifted and Advanced Learners (2nd grade)
 - Iowa State Assessment for Student Progress (ISASP)
 - Panorama SEL Survey
 - English Language Placement Test (ELPA21)
 - Alternate Assessments when IEP states

DMPS COMPREHENSIVE BALANCED ASSESSMENT SYSTEM

A strategically comprehensive balanced assessment system is one that incorporates summative, interim, and formative components in order to provide meaningful, interpretable, and actionable information for stakeholders at all levels in the educational system.

	Screening	Diagnostic	Formative (Assessment for Learning)	Progress Monitoring	Summative
Purpose	<i>Who has needs? Is core instruction sufficient?</i> Used to identify students who are not on track to meet an end-of-year summative measure	<i>What are the needs?</i> Used to identify individual student's specific academic/behavioral needs for those in need of targeted and intensive instruction	<i>How are students progressing?</i> Used to monitor and adjust student progress during instruction	<i>Is the instruction working for that student?</i> Used to identify students who are on track to meet benchmark targets and evaluate effectiveness of instruction	<i>How well did the instruction work?</i> Used to measure student achievement at the end of instruction
Frequency	Two or three times a year	As needed	During/within instruction	Daily, weekly, or every two weeks depending on focus of monitoring and intensity of need	One time a year
Who	All students	Students needing targeted and intensive intervention/supports in identified area or students who need enrichment activities	All students	Students identified as needing targeted or intensive interventions/supports	All students
Administration Time	Varies – usually less than 30 minutes	A process (not a single test) that requires more time and larger sample of student evidence	Varies – occurs during instruction	1-5 minutes	Varies – usually much longer than any other assessment (approximately 1-2 hours)
Measure	Established as valid and reliable to predict to end-of-year general summative measure	Convergence across data sources to understand student strengths and needs	Varies – measure matched to instruction	Established as valid, reliable and sensitive to change to monitor progress	Established as valid and reliable as a general outcome measure
Results	Overall indicator of student performance	Specific identification of student academic/behavioral needs	Provides feedback to teachers and students about learning - what is and isn't mastered yet	Provides feedback to teachers and students about efficacy of intervention	Overall indicator of student achievement in the area measured
Use	Results used to identify students who are on track and students who need additional support/intensive instruction	Results used to develop/identify appropriate instruction	Results used to change or adjust instruction during teaching/learning	Results used to change or adjust instruction	Results used as an accountability measure reflective of <i>general</i> outcome, and indicate overall efficacy of instruction

