

ASSESSMENT

Assessment Beliefs

C.B. Jennings International Elementary Magnet School recognizes that education is a continuous process that needs to be monitored and adjusted to support students to achieve high academic standards. Students are expected to develop their knowledge of concepts, language, and interpersonal skills as demonstrated in authentic and standardized assessments. Assessments are a necessary tool in the reflective process and provide students with continual feedback as they develop conceptual understandings and diverse skills.

Purpose of Assessment

C.B. Jennings International Elementary Magnet School believes that assessment is a critical tool that helps facilitate student reflection and growth.

The purpose of assessment is to:

- Identify student instructional strengths and weaknesses.
- Provide information needed for instruction and differentiation.
- Provide data for collaboration.
- Reflect on student growth for goal setting.
- Utilize and assess understanding of the key elements for the Primary Years Programme (PYP): knowledge, approaches to learning, concepts, and action.

Effective Assessment

Effective Assessment is...

active reflection.
collaborative.
authentic application of skills.

Effective Assessment...

measures growth.
assesses understanding.
provides information for continuous improvement.

Expectations

Students, teachers, school leaders and families are active participants in assessment and reflection. The chart below outlines the role and expectations of the learning community.

Students	Teachers	School Leaders	Families
<p>Actively participate in reflection and demonstration of learning.</p> <p>Actively reflect in self and peer evaluation for continuous growth in meaningful work and assessment tasks.</p> <p>Engage in goal setting.</p> <p>Maintain a portfolio and discuss strengths, areas of improvement and growth with teachers and family.</p>	<p>Collaboratively assess what students can do and to what level of proficiency/expertise.</p> <p>Actively reflect on practice for continuous growth and improvement in instruction.</p> <p>Engage in goal setting to meet individual needs.</p> <p>Discuss strengths, areas of improvement, and growth with students and families.</p> <p>Communicate information to families.</p>	<p>Collaboratively evaluate instructional programs to improve teaching and learning.</p> <p>Actively reflect on teacher practice to improve curriculum and instruction.</p> <p>Communicate information to families and provide resources to support their child.</p> <p>Actively participate in the collaborative process with the learning community.</p>	<p>Actively participate in the collaborative process with the learning community.</p> <p>Attend goal setting conferences in order to discuss strengths, areas of improvement and growth with students and their teachers.</p>

Types of Assessment

Pre-Assessment:

- Administered at the beginning of instruction
- Assess students' background knowledge to inform future instruction

Formative Assessment:

- Administered throughout learning experiences
- Assess student progress towards understanding and the application of concepts, skills and knowledge
- Provides feedback and inform instruction
- Linked to the lines of inquiry

Summative Assessment:

- Administered at the end of the teaching and learning; occurs at the end of each unit of inquiry
- Provides students the opportunity to demonstrate understanding of knowledge, approaches to learning, and concepts in an authentic way
- Includes agency for student action
- Informs future instruction

Self-Assessment/Peer-Assessment:

- Occurs throughout the learning cycle
- Engages students in self and peer reflection

Type of Assessment	Teacher Created	Standardized	Non-Standardized
Pre	What do I know? (K) What do I want to know? (W) What have I learned? (L) I Notice & I Wonder chart Anticipation Guides Provocations Quick Writes	Acadience (DIBELS) Reading and Math F&P BAS IABs Spanish/EDL 2 Pre-LAS Links iReady	EIR Envision Pre-Assessments CORE English/Spanish ST Math Reading Plus LEXIA

Formative	Exit slips Check for understanding KWL Reflection Think, Pair, Share Fluency Checks (math/literacy) Running Records Anecdotal Notes	DIBELS F&P BAS IABs F&P Spanish/EDL 2	Envision Assessments CORE ST MATH Reading Plus LEXIA
Summative	End of Unit Writing tasks IB Inquiry Summative assessments Stand Alone Unit Summative Assessments Schoolwide Literacy Unit Assessments	SBAC NGSS (gr 5 only) DIBELS iReady LAS Links	ST Math LEXIA Reading Plus
Self-Assessment/ Peer	Gallery Walks Reflection Surveys Peer Editing Peer Feedback (written and oral) Grow and Glow Presentations Peer Rubrics		

Possible Assessments

The Portfolio (Formative)

Purpose of the Portfolio is to:

- collect and store information to show evidence of student learning.
- assess student progress and achievement.
- demonstrate student success, growth, higher-order thinking, creativity, assessment strategies and reflection.
- enable students to reflect with teachers, peers and families.
- set individual goals and establish teaching and learning plans.
- guide student-led conferences.

Effective Portfolios include:

- range of experiences, products and curriculum areas.

the development of content knowledge, understanding, approaches to learning and the learner profile attributes.
documentation of student action.

Portfolio Essential Agreements: The portfolio essential agreements were created by a collaborative process. Students are expected to maintain a hard copy/digital portfolio over the course of each school year. At the end of each inquiry unit, students, with teacher input as needed, will select one piece of their work and compose a reflection on their learning.

At the end of the year, students, with teacher input as needed, will select two or three exemplary pieces from their portfolio that best reflect their year-long learning. Students will submit one written reflection providing evidence on how the pieces selected demonstrate their understanding of the key concepts and standards explored over the course of the school year.

The selected pieces will be compiled in an electronic portfolio that will follow students over their entire time at Jennings. In grade 5, students will write an extended essay, reflecting on the entire portfolio and their years at Jennings. (Required to receive the PYP completion certificate)

Portfolio Selection Criteria

**Use the following criteria to guide your selection. Check off each criterion adding notes to clarify as needed.*

Criteria for Unit Selections	U1	U2	U3	U4	U5	U6
Selections should present high-quality work (neat, organized visually appealing)						
Selections demonstrate understanding of the central idea and transdisciplinary theme						
Selections include an age-appropriate reflection that explains how the selection demonstrates their learning (<i>see reflection frames</i>)						
*Dual Language students should include <u>at least</u> one selection in their second language (grades 2-5)						

Criteria for End-of-Year	End of Year
Selections should present high-quality work (neat, organized, visually appealing)	
Selections demonstrate understanding of the central idea and transdisciplinary themes	
The end-of-year selection includes an age-appropriate reflection that explains how the selection demonstrates their learning and development of the key elements for the Primary Years Programme; knowledge, approaches to learning, concepts and action	
*Dual Language students should include <u>at least</u> one selection in their second language (grades 2-5)	

Reflection Frames

*All answer frames can be used interchangeably across grade levels to support students at varying proficiency levels. These will be translated into Spanish by mid-October 2021.

*These are suggested, but not required.

*If the reflection is a digital piece, students have the option to record their responses.

Grade	Sample Reflection-End of Unit
Pre-K/ K	<p><i>To be completed orally with support as needed</i></p> <p>Our Unit of Inquiry was <u>(insert picture for students to circle)</u>. I learned that _____</p> <p>is _____. I am proud of this work because _____.</p>
1-2	<p><i>To be completed with support as needed.</i></p> <p>Our Unit of Inquiry was _____. I learned that _____</p> <p>is _____. I included _____ in my portfolio because _____.</p> <p>I am proud of this work because _____.</p>
3-5	<p><i>To be completed with support as needed.</i></p> <p>In the unit _____, I learned that _____</p>

	<p>_____.</p> <p>I chose this piece because _____.</p> <p>It shows _____.</p> <p>My work could improve by: _____.</p> <p>My work demonstrates growth as a (learner profile) _____ because _____.</p> <p>_____.</p>
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*These will be translated into Spanish by March 2022.

Grade	Sample Reflection-End of Year
Pre-K/ K	<p><i>To be completed orally with support as needed.</i></p> <p>This year I learned about _____, _____, and _____.</p> <p>I choose _____, _____ and _____ because they show my best work.</p> <p>I learned _____ about _____.</p> <p>I learned _____ about _____.</p> <p>I learned _____ about _____.</p> <p>I am proud of my learning because _____.</p>
1-2	<p><i>To be completed with support as needed.</i></p> <p>I choose _____, _____, and _____ because they show my best work.</p>

	<p>I learned _____ about _____.</p> <p>_____ shows _____.</p> <p>I learned _____ about _____.</p> <p>_____ shows _____.</p> <p>I learned _____ about _____.</p> <p>_____ shows _____.</p> <p>I am proud of my learning because _____.</p>
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3-5	<p><i>To be completed with support as needed.</i></p> <p>This year I learned about _____, _____, and _____.</p> <p>My best work shows my understanding of _____.</p> <p>_____ shows _____.</p> <p>_____ shows _____.</p> <p>_____ shows _____.</p> <p>I have developed the following Learner Profiles: _____ and _____.</p> <p>For example, _____.</p>
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	Another example, _____.
	Some areas I need to work on are _____.
	I can improve in these areas by _____.
	Overall, I _____.

The Exhibition

Students in Grade 5 are expected to demonstrate their understanding of the essential elements of the PYP: knowledge, concepts, approaches to learning and action. The Exhibition serves as a formative assessment and often a summative assessment of the transdisciplinary program of inquiry. The Exhibition is a celebration of students learning and completion of the PYP. Our school will start with a guided exhibition and move toward a student-led exhibition. Initially, the exhibition will be one of the six units of inquiry.

Reporting Documentation

Report Card

Standards-based report card aligned to CT State Standards (CCSS, NGSS, C3 SS).
Crosswalk to IB Standards
Trimester reporting (3 times a year: December, March and June)

Student-Led Teacher-Parent Conferences

2021-2022 Roll Out Year 1

Fall Conferences will remain teacher led. Families will be strongly encouraged to bring their child to the conference
Spring Conferences- Students will be required to attend conferences and be prepared to discuss their portfolio

2022-2023

Full engagement in student-led conference
Details TBD

Resource Documents

IB Exhibition Guidelines: https://resources.ibo.org/pyp/resource/11162-occ-file-p_0_pypxx_exg_0807_1_e/data/p_0_pypxx_exg_0807_1_e.pdf

Making PYP Happen: https://resources.ibo.org/pyp/resource/11162-occ-file-p_0_pypxx_mph_0912_2_e/?pdf=p_0_pypxx_mph_0912_2_e.pdf

Assessment Policy. Midland Public
Schools <https://www.wce.midlandps.org/docs/district/depts/18/MPSIBPYPelementaryAcademicHonestyPolicyrevised517.pdf>

Written: 7/2018

Updated: 2/2019

Updated: 5/4/2021

Updated: 7/20/2021

Updated: 7/26/2021

Updated: 7/30/2021

- Our assessment policy was reviewed by our teaching staff on 5/4/2021. 20 of 29 teachers asked clarifying questions and provided feedback. The policy was sent to our IB consultant for review on 7/21/2021.
- All policies will be reviewed by staff at the start of each school year. This will give new staff the opportunity to familiarize themselves with the policy and current staff to review it.