

2021-22

# Nodland & Sunnyside Elementary Schools Assessment Policy



Nodland & Sunnyside  
ELEMENTARY SCHOOLS

# Assessment Agreements

## Nodland & Sunnyside Elementary

### Purpose of Assessment:

At Nodland & Sunnyside Elementary Schools, the primary purpose of assessment is to inform. Assessment informs teachers of what their students know, if the students understand what has been taught, and what topics need to be retaught to students. Teachers also use assessment data to determine how to best meet students' needs. Assessment also informs students. Students can use their assessment data to discover their strengths and weaknesses and to set goals for future learning. Finally, assessment provides parents with an understanding of their child's progress to better support and celebrate their child's learning.

### High Quality Assessment:

Assessments are varied in type, and there are different purposes for assessments. At Nodland & Sunnyside Elementary Schools, we believe that regardless of the purpose of an assessment, there are shared characteristics which have to be considered *high quality*. These characteristics include:

- Assessment is ongoing; it does not happen just at the end of learning. (formative and summative)
- Teachers give students many opportunities to show their understanding and reassess as needed.
- Assessment results inform teachers, students, and curriculum decisions.
- Assessments are based on a clear set of criteria to determine level of proficiency.
- Assessment criteria are shared with students prior to assessment.
- Assessments are relevant and appropriate; they assess knowledge, concepts, and/or skills.
- Assessment promotes development of critical and/or creative thinking skills.
- Teachers give students timely feedback.
- Assessment results are easily understood by others.
- Modifications are made when necessary.

### Assessment Strategies and Tools:

We believe in using varied and valid assessment strategies and tools. Teams of teachers determine the appropriate assessment task based on the knowledge, concepts, and/or skills being assessed. These include, but are not limited to, the following:

Varied Assessments:	Varied Tools:
<ul style="list-style-type: none"> <li>• District Common Assessments</li> <li>• Self-assessments</li> <li>• Response Journals</li> <li>• Tests and Quizzes</li> <li>• Oral Reports / Presentations</li> <li>• Performance Assessments</li> <li>• Pre-Assessments</li> <li>• Observations</li> <li>• Open-Ended Tasks</li> <li>• Evaluating Independent Work</li> <li>• Writing Samples</li> <li>• Projects</li> <li>• Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Checklists</li> <li>• Anecdotal Records</li> <li>• Comments (oral or written feedback)</li> <li>• Exemplars</li> <li>• Conferences</li> <li>• Graphic Organizers</li> <li>• Multi-Media</li> </ul>

## Report Cards

The purpose of our report cards is to give students, parents, and families a clear description of the child's progress towards mastery of grade level expectations, based on the Iowa Core Standards. Progress is reported in the areas of reading, writing, speaking and listening, mathematics, art, music, physical education, science, social studies, work habits, social interaction. In addition, we report overall understanding in our transdisciplinary units of inquiry. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

These are the proficiency levels for assessing and reporting:

Scale	Descriptor
6	Student is advanced.
5	Student is highly proficient.
4	Student is proficient.
3	Student is near proficient.
2	Student is progressing.
1	Student is in need of intervention.

### Assessing the Learner Profile:

Transitional kindergarten through fifth grade students completes a self-reflection for the learner profile, which includes the following components:

- A cover sheet explaining the student assessment to parents and defining the characteristics of the learner profile
- For each attribute of the learner profile, students self-assess and celebrate their growth in applying the attributes

Students will complete a formal learner profile reflection each quarter. This will be shared with parents at conferences in the fall and spring.

### Assessing Other Essential Elements:

We assess the other four PYP essential elements (knowledge, concepts, approaches to learning, and action), either formally or informally. We recognize that some elements are observed through student interactions, contributions, and self-reflections.

### Online Portfolio:

During candidacy, Nodland & Sunnyside Elementary Schools will pilot different online platforms to use for student portfolios. Upon authorization, we will be adding an online portfolio to the PYP.

**Purpose:** The portfolio will be a collection of student work, which shows evidence of the process of learning and progress over time. It is a tool that can be used for student reflection as well.

**Organization:** Students, with the help of their teachers, will each build their own online portfolio.

### Contributions:

- Teachers and students may choose artifacts.
- Each year, include at least two artifacts from each unit of inquiry and one artifact from each specialist area.
- Examples of artifacts which may be posted include but are not limited to photos, videos, writing samples, work samples, reflections, I wonder questions, and formative or summative assessments.
- Each contribution should include a reflection. Reflections can be handwritten by the student and uploaded as an image, typed in as a caption, or as verbal component of a video.
- Modifications will be made for students when necessary.

**PYP Exhibition:**

The Primary Years Program (PYP) Exhibition represents a significant event for our fifth-grade students.

Students participate in a culminating project which synthesizes the five essential elements of the program (knowledge, concepts, skills, attitudes, and action). It is an opportunity for students to exhibit the learner profile attributes. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real life issues or problems.

**Common District/State Assessments:**

- Teachers administer quarterly summative assessments for literacy, math, writing, speaking, and listening, science and social studies
- FAST Early Reading and CBM-R reading assessments given in the fall, winter, and spring
- FAST Math assessments- Early Math and Math CAP given in the fall, winter, and spring
- Iowa Statewide Assessment of Student Progress (ISASP)
- English Language Placement Test (ELPA 21)
- Alternate Assessments when IEP states

**Working Document**

The following process will be followed to ensure Nodland & Sunnyside Elementary's assessment policy remains a working document:

- ❖ Every year, through collaborative reflective practices, the Building Leadership Team (BLT) will review the assessment policy, as well as all documents referred to in policy, to ensure accuracy and sustainability.
- ❖ Policy will be updated by the IB Coordinator, based upon the feedback of the BLT Team.
- ❖ Each member of the BLT Team will be responsible for relaying the policy changes to their own grade level or subject level team members.
- ❖ Grade level and subject level teams will work together throughout the school year to ensure policy is implemented with fidelity.