

Hawthorne Elementary School's Assessment Policy

The Learned Curriculum

What is Assessment?

PYP Definition:

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at various stages in the learning process.

It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

(Primary Years Program Assessment Handbook, January 2000. © International Baccalaureate Organization)

Hawthorne's Philosophy of assessment

Assessment is essential to all teaching and learning. It is a guiding force for the entire Hawthorne Community as we work through the five essential elements of the PYP learning model. Assessment provides vital feedback and guides us towards our next steps. The data is reviewed, analyzed and used to set deliberate decisions to move forward not only in the product of inquiry, but also in the process of inquiry. Assessment is intentional, diverse and consistent in application; it is continual throughout each day.

Why we assess?

- To understand our learners
- To set goals and plan next steps for future student growth
- To track progress and growth
- To progress monitor
- To guide students through the five essential elements of learning contained the PYP (concepts, knowledge, skills, attitudes, and action)
- To celebrate students and staff
- To evaluate the effectiveness of the teaching/learning program
- To provide data to all stakeholders

What do we assess?

- Understanding of the concepts
- Acquisition of knowledge
- Mastering of the skills
- Development and demonstration of the Learner Profiles and IB Attitudes
- Decisions to take action
- Student progress and performance in all subject areas: English Language Arts, Mathematics, Social Sciences, English Language Development, Science, Visual and Performing Arts, and Physical Education

Assessing: How Do We Discover What Students Have Learned?

Types of Assessments

Formative - is interwoven with daily learning, is both informal and formal, and helps teachers and students find out what the students already know in order to plan the next steps of teaching/learning. Formative assessments and teaching are directly linked; neither can function effectively or purposefully without the other.

Summative Assessment – Occurs at the end of the teaching and learning process and gives students opportunities to demonstrate what they have learned. The PYP promotes the use of a wide range and balance of school-wide assessments and feedback techniques, including unit of inquiry summative assessment, writing samples, structured observations as well as performance tasks assessed by the teachers and the students themselves. (Plays, skits, projects, illustrations, benchmarks, portfolios, action taken by students etc...) Students in grades 3 – 6 are assessed on our annual state SBAC (Smarter Balance Assessment Consortium) test.

Student Exhibition – This is an exhibition of culminating research and projects demonstrating the learners' engagement and understanding of the five essential elements of the PYP. It is an opportunity to exhibit the attributes of the learner profile and IB Attitudes.

Reflection – Students' reflections and teacher observations are documented and show the development of the IB Attitudes, Learner Profile and academics. Reflection includes thinking about next steps.

Evaluation – This is the process of reflection about student progress or the effectiveness of a programme based on sufficient assessment information.

Action – Students' ability to synthesize and apply their understanding and is considered the most significant assessment of the efficacy of the programme.

What are good assessment practices? (effective assessments)

Encourages Students to: (effective assessments)

- Self-assess and identify individual strengths
- See the progress they have made
- Share the progress they have made
- Identify goals for reaching expectations
- Understand what needs to be improved upon
- Share their learning and understanding with others
- Receive feedback on their learning
- Provides a motivating force that encourages the personal pursuit of excellence

- Express their points of view and understanding

Encourages Teachers to:

- Be informed at every stage of the teaching and learning process
- To be reflective and create instructional plans to guide inquiry
- Define expectations and outcomes for students and teacher lead inquiry
- Collect both quantitative and qualitative data
- Acquire data that can be used to inform students, teachers, grade levels, school and community
- Provide information so that learning engagements are differentiated appropriately
- Support and develop collaborative reflective teaching practices on students’ performances and progress, and then use this data to lead us towards our next steps in deliberate decision making
- See if students can apply their knowledge/understanding to real life problems/situations and across the disciplines

Encourages Parents to:

- Observe and track student progress and developments
- Provide opportunities to participate in the learning process outside of school
- Celebrate student learning
- Understand the goals/objectives that teachers have for each student

Recording: How Do We Collect and Analyze the Data?

How do I collect Data? (Tools)

Classroom Observations	<ul style="list-style-type: none"> • Anecdotal notes are taken throughout classroom activities to provide feedback to students and staff • Teachers provide “Quick Check” opportunities to check for understanding
Unit of Inquiry Assessments	<ul style="list-style-type: none"> • Formative assessments that assess each line of inquiry • Summative assessment that assess the central idea
District Benchmarks	<ul style="list-style-type: none"> • Monitoring Standards Progress • Administered 3-5 times a year (depending on grade level) in ELA (Reading Inventory, unit assessments & performance tasks) and 1 time in Math

	<ul style="list-style-type: none"> • Writing is assessed twice • Assessed with ELPAC
Performance Assessments (Rubrics)	<ul style="list-style-type: none"> • Summative Assessments in PYP planners • Writing • Various rubrics are in place based on the assessment
Portfolios	<ul style="list-style-type: none"> • A collection of student learning, chosen and added to throughout the academic year • They are stored in the classroom in a location accessible to all stakeholders • Students share these through the year and during our student-led conferences • Displayed for parents at Open House, and sent home at the end of the 6th grade school year
Reflection	<ul style="list-style-type: none"> • Students' Reflections • Unit Reflections by Teachers
Exhibition	<ul style="list-style-type: none"> • Summative Assessment of Hawthorne IB World School. This helps us to reflect, improve and plan next steps • Observation of action • Observation of the application of the 5 essential elements of the PYP Programme

Reporting: How do we choose to communicate information about assessment?

How do we report data?

- We report our findings to teachers, students, parents, staff, administration and other stakeholders directly involved in students learning
- Data is reported on a timely basis
- Staff and students receive daily/weekly/and monthly feedback on assessments
 - Common assessments are two to 4 times per month
 - Benchmark data is reported every 4 - 6 weeks
- Hawthorne reports information to parents consistently through classroom communication and student-led conferences

Signatures: