

## 4. Conferencing

There are two designated times a year for formal conferences in the fall and spring. These are designed to communicate where each student is in the mastery and practice of concepts, content, and skills covered in the units of inquiry as well as to report on district and state assessment results.

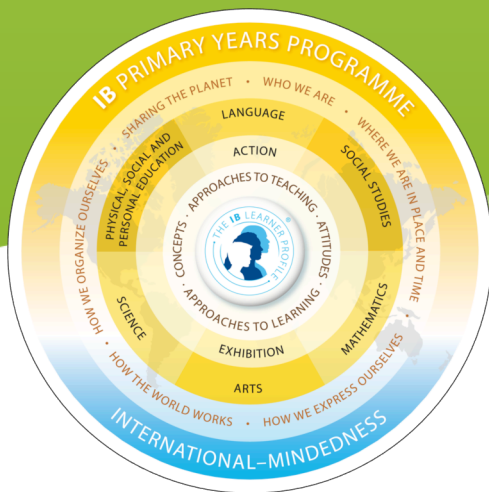
Formal conferences will be conducted as either teacher-led or student-led. Informal conferences will be ongoing to provide feedback to students.

Types of conferences include:

**Parent-Teacher**

**Parent-Student-Teacher**

**Student-Teacher**



## 5. District and State Requirements

Beyond the requirements of the PYP, there are federal, state, and district mandates that guide the assessment of student learning and mastery of the CCSS for ELA and Math, Science content standards, and ELD standards.

**State assessments include:** CAASP (SBAC & CST) and CELDT

**District assessments include:** SRI (for reading lexile), Writing Prompts,

## Contact Us

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## Community Guide: Assessment Policy



*Rather than valuing  
what we assess, we assess  
what we value.*

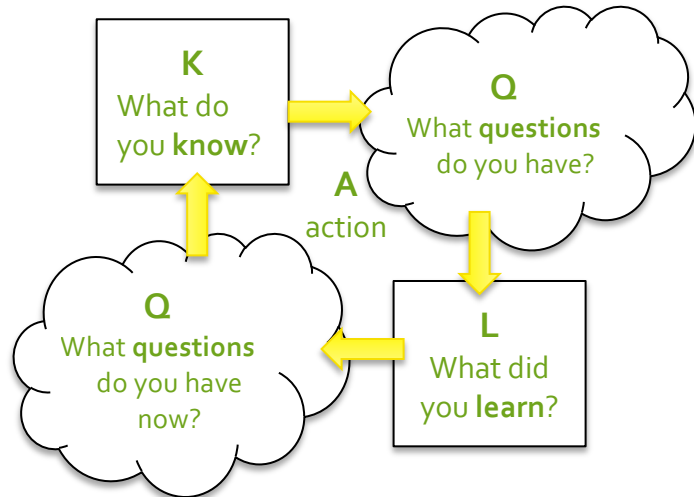
Ways we assess:

1. Units of Inquiry
2. Learner Profile
3. Student Portfolios
4. Conferencing
5. District and State Exams

## Arroyo Elementary School

*A globally minded school that provides a safe and caring environment and facilitates a rigorous academic curriculum of inquiry-based instruction empowering students to become reflective, knowledgeable communicators.*

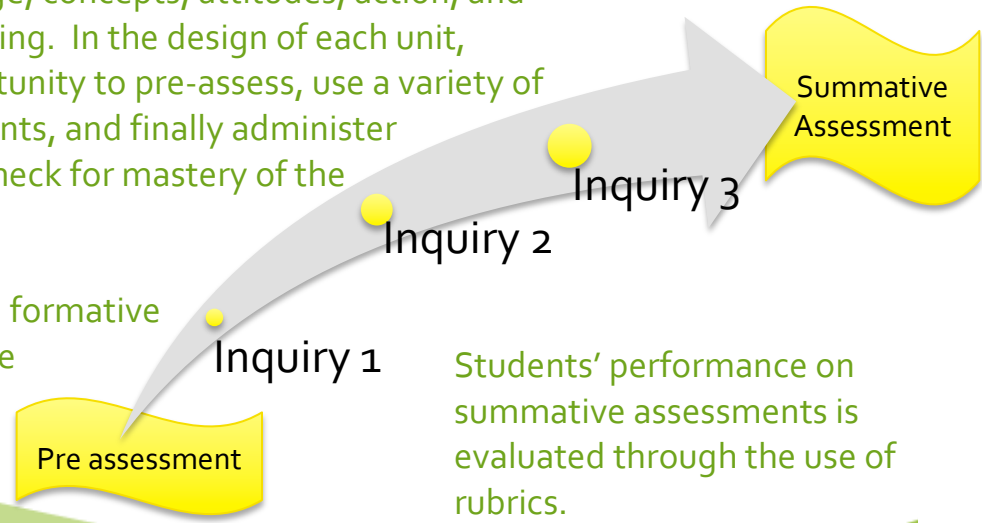
## 1. Assessment Within the Unit of Inquiry



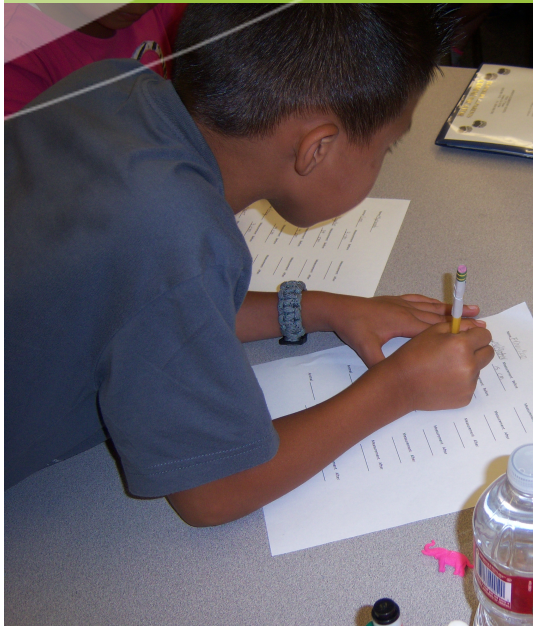
**KQLQA** is our school wide inquiry cycle.

Each unit of inquiry develops aspects of five essential elements: knowledge, concepts, attitudes, action, and approaches to learning. In the design of each unit, teacher build opportunity to pre-assess, use a variety of formative assessments, and finally administer the summative to check for mastery of the central idea.

Much of the pre and formative assessment are done through KQLQA.



Students' performance on summative assessments is evaluated through the use of rubrics.



## 2. Assessing the Learner Profile

The purpose of the International Baccalaureate Learner Profile is to develop international mindedness and reflection amongst the members of our school community. Each grade level has processes to assess and guide reflection the development of students' Learner Profile attributes.

## 3. Student Portfolios

Student portfolios are *a celebration of an active mind at work*. Each grade level will collect evidence of our students' minds at work to share with the community. The contents of the portfolio serve as material for academic feedback and goal setting for each individual. Students then can be reflective about their body of work and look to future growth.