

# Will Rogers Assessment Policy

## Assessment Philosophy

Will Rogers believes assessment serves an important role in providing students, teachers, and parents with information that highlights, as well as supports, student learning across a developmental continuum. Assessments at Will Rogers reflect the educational core values of our school, evident in our mission and vision, as well as the IB Mission Statement. We strive to use assessment as a vehicle for self-reflection and goal setting with students, ensuring an emphasis on growth and process rather than product and achievement.

We recognize that learners:

- Use assessments to reflect on their learning and set goals for themselves
- Have different learning styles
- Have different cultural experiences, expectations, and needs
- Perform differently according to context of learning
- See self-assessment and peer assessment as a natural part of the learning process
- Should receive feedback that is constructive

## Assessment at Will Rogers

**Assessment for learning** at Will Rogers is student-centered and involves the entire learning community. It begins with the assessment of prior knowledge to determine what students already know. Pre-assessment data is gathered by teachers to help determine the learning engagements that will best support students in making connections between their prior knowledge and current learning. Pre-assessment may be accomplished through interviews, conferences, class discussion, use of graphic organizers, tests, and through the unit provocation learning experience. Assessment for learning is also ongoing through formative assessments, such as teacher observations, conference notes, or journals to learn more about their students and how to best teach them. The most essential element of formative assessment is ongoing, quality feedback.

**Assessment as learning** supports students as they develop the ability to design, manage, and measure their own learning through self-assessments and self-reflections. Assessment as learning provides students with opportunities to self-adjust their future learning as well as support each other's learning through peer assessment and reflection. Students do this through using rubrics and checklists on their own and with their classmates. Teachers seek feedback from students regularly as to what learning experiences and strategies work best for them. Teachers are also meeting together weekly and at the end of each unit to reflect on their own teaching and student learning so that they can continue to improve their practice and work with students.

**Assessment of learning** is an important part of the learning process, as it allows teachers and students and their families to gauge their acquisition of knowledge, concepts, and skills during the inquiry process. At Will Rogers, teachers design summative assessments that allow students to demonstrate their understanding of the knowledge, concepts, and skills gained throughout the unit in a variety of ways. Examples of summative assessments are projects and tests.

**State Assessments:**

- California Assessment of Student Progress and Performance (CAASPP) testing starting in 3rd grade in ELA and Math, Science in 5th grade
- English Language Proficiency California (ELPAC)

**District Assessments:**

- Fastbridge: Reading and Math

**Site-Based Assessment**

- Running Records (accuracy, fluency, comprehension)
  - Benchmark Assessment System (BAS): Decoding and Comprehension
- On demand writing
- Rubric based assessment (multiple content areas)
- Teacher-student conferences
- Math interviews
- Continuum of non-routine math problems
- Student observations
- Complete Comprehension Reading Assessments (Jennifer Serravallo; comprehension)
- Early childhood student profiles (K-2; TCRWP)
- Summative Projects
- Developmental Spelling Inventory
- Freckle/Dreambox/Lexia diagnostics

**Reporting Information from Assessments:**

Families are encouraged to reach out to their child's teacher with questions regarding their child's progress via email, phone and/or an in-person conference, as Will Rogers teachers use a variety of tools to monitor and communicate student progress throughout the school year outside of the district mandated report card.

- Informal communication:
  - Monthly/Weekly Classroom Newsletters
  - Google Classroom Updates
  - School/Grade Level Websites
  - Coffee with the principal
  - Parent-teacher emails, phone calls and meetings
- Formal Communication
  - Report Cards
  - Conferences/Open House
  - Student Portfolios

**District Report Cards**

All students at Will Rogers receive a written report card two times a year in February and June as well as a progress report in November. These reports provide families with information regarding a students' progress over time based on the California State Standards. In the comments section teachers will provide information on how students are developing with the IB Learner Profile, concepts and their inquiry units.

**Conferences:**

- All families will have a conference in November with their child's teacher. They will receive a progress report at that meeting.
- There will also be a school-wide open house for the community where the students will reflect and share their own learning.

**Portfolios:**

- Entries will include choices from students, teachers, and may also include parent chosen selections or comments.
- Entries will reflect the child's growth over time, their strengths and weaknesses, and their ability to reflect and improve.
- Students should have classroom working portfolios from which students can choose the pieces that they want to place in their school portfolio.
- School portfolio entries, each year, will include
  - One piece from each of the planners
  - A piece that demonstrates the Learner Profile
  - A world language piece
  - A piece demonstrating student action

When completing the portfolio, students should be conscious of having pieces that reflect the transdisciplinary/conceptual nature of the program. Portfolios should include pieces that display: the inquiry process, the use of technology, writing, math, the arts, and student choice.

**Communication of Assessment Policy**

The Will Rogers PYP Assessment Policy is provided to teachers and families in the school community. During grade level team meetings, teachers review, as well as use the PYP Assessment Policy as a guide when developing their units of inquiry. The policy is available on the Will Rogers school website to the school community and provided to families during report card pick up. The principal provides updates to school policies to members of the governing body, School Site Council.

**Review of the School Assessment Policy**

A committee of selected IB PYP teachers and school administration will review this policy annually to make any warranted changes