Assessment Policy

2022-2023

Eagle Valley Elementary ~ an IB World School

Introduction

Our beliefs reflect equitable grading practices:

- Formative assessment is essential for learning and helps guide both the teacher and student

- Mistakes are an important part of learning

- Grading practices value knowledge rather than environment or behavior

- Grading practices support the growth mindset

- Grading practices are equitable, bias-resistant, and motivational[1]

The focus of assessment in an IB Primary Years Program school is to ensure that students develop the essential elements of learning:

- the understanding of key and related concepts,

- the acquisition of knowledge,

- the development of approaches to learning skills,

- and the ability to take responsible action.

The purpose of this assessment policy is to ensure that students, parents, teachers, and administrators have a clear understanding of:

- the reason for assessment

- what is being assessed, and the criteria for success

- how students will demonstrate their knowledge and skills

- the ways students and teachers will utilize assessment results

- how assessment data is recorded and reported

Assessment Defined

In education, the term assessment refers to a wide variety of strategies and tools that educators use to measure student achievement and to inform teaching practices.

What is assessed?

In the IB Primary Years Program (PYP), the prime objective of the assessment is to provide feedback on both the learning process and the products of learning. Students play an active role in the assessment process. Students are encouraged to have voice and choice in their assessment strategies, to reflect on their work, and set goals for future learning with support from their teachers.

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[1] Feldman, Joe (2019)

In the PYP, students and teachers consider:

- Are students accumulating a deeper knowledge base that they can apply in future inquiries?
- Are students demonstrating a mastery of the approaches to learning skills?
- Are students developing an understanding of key concepts that they can apply to various subject matter?
- Are students demonstrating independence and the ability to work collaboratively?
- Are students becoming aware of real-life problems that can be resolved using a combination of subject area knowledge and skills?
- Are students asking questions at a deeper level
- Does student performance continue to improve in the following subject areas: languages, math, social studies, science, the arts, personal, social, and physical education?
- What support do students need to access an age-level curriculum?

When and how are students assessed?

Authentic Assessment

Assessment is a continuous process that allows teachers and students to identify strengths and areas of need. Assessment also allows teachers to reflect on the methods of instruction that are most/least effective for the group of individual students. Assessment occurs daily in many different forms.

Assessment strategies utilized at EVES include but are not limited to:

- Observation
- Open-ended questions or tasks
- Written compositions
- Oral presentations
- Visual representations (artwork, graphs, charts, diagrams, etc.)
- Problem-solving tasks
- Explorations, experiments, explorations
- Selected or constructed tasks (quizzes/tests)

Recording and Reporting Assessment Information

Teachers and students use a variety of tools to record assessment data. Some tools utilized by EVES include but are not limited to:

- Rubrics
- Checklists
- Continuums
- Anecdotal records

Parents are informed of what students are learning and their student's progress toward learning goals throughout the school year in a variety of ways. Some methods for communicating about student work and progress are:

- parent-teacher-student conferences
- Student-led portfolio conferences
- Phone calls and email messages
- Power School standard-based reporting
- Class/grade-level newsletters
- School events (open-house, parent forums, parent updates, PTA meetings, etc.)

Standardized Assessment

Eagle Valley Elementary agrees with the IB position on standardized assessment tests. At EVES, we carefully consider the relevance of mandated district or state tests, the impact of testing on our teaching, and the timeliness and usability of testing data. Standardized assessments required by the State and/or Eagle County School District must be administered to students at Eagle Valley Elementary. The results of these assessments are shared with students and their parents. Teachers analyze the data provided in order to reflect on and help design future learning experiences for students. EVES reports grades to parents via the Powerschool platform, which provides a standards-based reporting system that aligns with the Colorado Academic Standards

For Addendum documents, please contact the office.

See Addendum A: Assessment

See Addendum B: Reporting of Student Learning

See Addendum C: Student Portfolio Agreement

See Addendum D: Effective Assessment

Feldman, Joe. Grading for Equity. Corwin 2019 (pg 66)

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