

## **Rice Elementary International Baccalaureate Assessment Plan**

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical-thinking and self-assessment skills. Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. The entire school community should also be concerned with evaluating the efficacy of the programme.

*~IB PYP Making the PYP Happen, 2009*

**Our assessment philosophy is directly linked to our mission statement which is:**

*The mission of Rice Elementary, an International Baccalaureate Primary Years Programme World School, is to guarantee academic excellence through a world-class education and to develop principled young people, compassionate life-long learners, and global citizens by providing innovative opportunities and rigorous programs of international education through guided inquiry.*

### **Essential Agreements:**

**Assessment is open-ended and balanced and is done by the classroom teacher, students, diagnosticians and other support personnel. We assess in order to evaluate outcomes, provide grades, guide teaching and prepare for instruction, provide feedback for students and families, diagnose student needs and disabilities, provide students with the opportunity to reflect and set goals.**

**Assessment is ongoing. Throughout the school year we assess students to track student progress and set goals. This assessment is both formal and informal and includes:**

- **Pre-assessment**
- **Formative Assessment**
- **Summative Assessment**
- **Trimester assessments**
- **District Mandated Assessments**

## **Assessment can be found in:**

- **the PYP portfolio**
- **classroom assessment folders**
- **district databases**
- **cumulative folders**

**Rice Elementary is committed to the IB PYP standards and practices and ensuring that the assessment policy is implemented, understood and supported by all staff members. Parents will be informed about the policy through parent meetings, the school newsletter and at student/parent/teacher conferences.**

## Guiding principles of assessment

Effective assessments allow students to:

- share their learning and understanding of others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- know and understand in advance the criteria for producing a quality product or performance
- participate in reflection, self- and peer-assessment
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- analyze their learning and understand what needs to be improved.

Effective assessments allow the teacher to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- produce evidence that can be reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural context
- use scoring that is both analytical and holistic

Effective assessments allow parents to:

- see evidence of student learning and development
- develop an understanding of the student's progress

- provide opportunities to support and celebrate student learning

Effective assessments allow schools to:

- build a community of practice with shared approaches and a common language
- connect their assessment philosophy to their mission and vision statements as well as the expression of these in the school’s action plan
- align teaching, learning and assessment, develop a fuller picture of assessment as an ongoing process as opposed to a single event in time
- identify ways of working that can be transferred from teacher to teacher and encourage greater consistency and quality over time
- ensure assessment practices are positive and meaningful
- develop an environment of trust and respect by demonstrating, as a school, a model for continual improvement where everyone is held accountable

IB PYP Making the PYP Happen, 2009

UNIT OF INQUIRY:

Purpose: Each unit of inquiry will include both formative and summative assessments. Assessment addresses all the essential elements of the programme: knowledge, concepts, skills, attitudes and action.

Formative Assessments are interwoven within each unit of inquiry. Pre-assessment is considered a form of formative assessment and will demonstrate a student’s prior knowledge to plan the next stage of learning with the context of the lines of inquiry. Formative assessments and teaching are directly linked; neither can function effectively or purposefully without the other. The tools and strategies of formative assessment can be but are not limited to:

Tools	Strategies
Anecdotal notes	Observations
Checklists	Performance Assessments
Rubrics	Process-focused Assessments
Exemplars	Selected Response
Continuums	Open-ended Task

Formative assessment provides teachers with an opportunity to incrementally deepen and extend learning by giving students regular and frequent feedback, helping learners to:

- recognize the criteria for success
- engage in thoughtful reflection
- become more knowledgeable and improve understanding
- develop the capacity for self-assessment
- foster enthusiasm for learning.

Summative Assessments take place during and after a unit of inquiry is taught and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts, and skills acquired through the unit of inquiry. Summative assessments may include any of the following: acquisition of data, synthesis of information, applications of knowledge and processes. In order for an assessment to be considered summative, a student must be able to use what they have learned and apply it in a new way. Authentic summative assessments prompt students to take an action and communicate learning to parents, students and teachers.

IB PYP Exhibition takes place in 5<sup>th</sup> grade and is the culminating point of the IB PYP Primary Years Programme experience. Under the guidance of teachers and mentors, students carry out an extended, collaborative inquiry. It requires an extensive reflection process about what the students have learned throughout the programme. This exhibition requires that each student demonstrate the essential element of the PYP: knowledge, concepts, skills, attitudes and action.

Student generated reflections will take place at the end of each unit.

Teacher assessment/reflection of each unit will occur after a unit of inquiry is taught. As a grade level team, teachers will rewrite/revise sections 6, 7 and 8 in their planners. Teachers will also date notes made in section 9.

### Essential Agreements

1. Communication is sent home at the beginning of each unit of inquiry to introduce the focus and goals of the unit to parents. This includes:
  1. Description of the transdisciplinary theme
  2. Central ideas and lines of inquiry
  3. Concepts and skills being focused on during the unit
  4. Learner Profile attributes being focused on during the unit
  5. How parents can support student learning at school and at home

1. At the end of each unit of inquiry, students will complete a reflection on their learning. This reflection may be written, drawn, and/or recorded and is placed in the student's online Google account. It includes the following:
  1. A general reflection of the unit of inquiry, including knowledge and understanding gained about the central idea
  2. A response to a piece of work from the unit of inquiry
  3. Actions that the student was inspired to take/would like to take as a result of this unit
  4. Application of PYP essential elements (attitudes, knowledge, concepts, skills and action)
  
1. One document is completed by the teacher for each unit of inquiry. This report is sent home at the end of each unit.

### LEARNER PROFILE:

Purpose: All stakeholders in the learning process are expected to model the attributes of the Learner Profile. Students will self-reflect and set goals on their development of the attributes.

Essential Agreements:

- Students are encouraged to reflect continuously on how they are displaying the learner profile and related attitudes.
- Formal reporting on student demonstration of the learner profile is incorporated into the student unit of inquiry reflection for all six units of inquiry in Kdg.- 4<sup>th</sup> grade and in all five units of inquiry and the Exhibition in 5<sup>th</sup> grade.
- All units of inquiry have focus attributes that will be revisited during the duration of the unit.

### STUDENT PORTFOLIOS:

*Purpose:* Portfolios are a collection of the student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. They celebrate student learning through the PYP, showing the development of the whole child, both within and outside the Programme of Inquiry in all subject areas. Portfolios are used by students to communicate this development with teachers, parents, and peers throughout the year.

*Contents of Student Portfolios:*

- 1 piece of authentic student work per unit of inquiry with a reflection including the knowledge and conceptual understanding gained, as well as reflection of the learner profile, attitudes, and transdisciplinary skills used.
- PYP Learner Profile/Attitude Reflections

- Evidence of:
  - literacy development
  - mathematical thinking and skills
  - writing development and skills
  - student initiated action (when /if it occurs)
  - student learning in Art, Music, P.E., Spanish

The portfolio is a digital collection of work selected by the students and teachers and is a record of students' involvement in learning. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. It provides a picture of progress and development over a period of time. Portfolios enable students to reflect with teachers and parents in order to identify their strengths and growth as well as areas for improvement. Students select samples of work from each IB unit that demonstrates their success, growth, and creativity in learning. A student reflection on the work is also added to their portfolio. The reflection should be written or recorded by the student. Portfolios are a cumulative collection of student work that travels with the student from Kindergarten through Fifth grade.

#### Essential Agreements:

- Students will understand the purpose of portfolios, the process used to compile them and they will be able to explain why specific materials are in their portfolios.
- Portfolios are intended to be student-managed with teacher guidance so students can take ownership of their portfolios. Teacher selected versus student-selected content in portfolios will be developmentally appropriate depending on the age and maturity of students. Teachers will model for students how to thoughtfully choose which items to include in their portfolios.
- Portfolio contents need not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences, including drawings, photos, videos, and multimedia

#### Student/Parent/Teacher Conferences:

Student/Parent/Teacher conferences are held 2 times a year. These conferences are in a formal setting where students, along with their teachers, are involved in discussing their work and progress with their parents. Conferences are a mix of student-led and teacher-led meetings.

#### Report Cards:

The Sauk Rapids-Rice District required report cards for each trimester in grades Kdg. – 5<sup>th</sup>.

#### Mandatory Requirements:

All staff is required to administer all mandated district, state and national assessments. District and state mandated assessments are reported to parents on an ongoing basis.

Collection/Recording:

Grade level teams will provide the PYP coordinator with copies of all Unit of Inquiry assessments. Documents may be sent via hard copy or e-mail. The PYP coordinator will keep all assessments in a designated folder for each grade level.

Professional Development:

All staff members will:

1. Participate in building and district professional development on assessment.
2. Engage in Professional Learning Communities which reflect on assessment policies and practices at grade level meetings, staff meetings and district workshops.
3. Implement assessment strategies that increase student achievement.

Assessment Review:

As a staff, we will review our assessment agreements and policy annually at the end of the school year.

### Sauk Rapids-Rice 2017-2018 Assessment Plan

Sauk Rapids-Rice 2017-2018 Testing Plan						
State-Mandated Assessments						
Assessment	Description	Why we do this assessment...	Format of test	Amount of time	Who	When
Minnesota Comprehensive Assessments (MCAs)	The Minnesota Comprehensive assessments (MCA) are state mandated accountability test that all MN districts are required to administer. These tests	<ul style="list-style-type: none"> <li>· Summative look at standards alignment</li> <li>· Accountability</li> <li>· Placement</li> </ul>	Reading - all online, untimed, adaptive  Math - all online, untimed; adaptive  Science - all online,	1-3 hours depending on the test and grade level	Reading: Grades 3-8, 10  Math: Grades 3-8, 11  Science: Grades 5, 8, HS	<b>March 7-8, 2018</b> Early MCA Science <b>April 10-11, 2018</b> MCA Reading (SRRMS) <b>April 11-12, 2018</b> MCA Reading (Elementary Schools)

	measure the proficiency on state standards in reading, math and science		untimed; test per level (elementary, middle and high school)			<b>April 17-18, 2018</b> MCA Math (SRRMS) <b>April 17, 2018</b> MCA Math and Reading (SRRHS) <b>May 1, 2018</b> MCA Science (Grades 5-8) <b>May 7-8, 2018</b> MCA Science
ACCESS for English Learners (EL)	ACCESS for ELLs (Assessing Comprehension and Communication in English for English Language Learners) is an English language proficiency assessment given to K-12 students who have been identified as English language learners.	<ul style="list-style-type: none"> <li>· Instructional planning</li> <li>· Differentiation</li> <li>· Placement</li> <li>· Accountability--monitor progress in acquiring academic English</li> </ul>	Verbal and online--This assessment measures students' social and academic language related to listening, speaking, reading and writing	20 minutes for each subject area assessed	Grades K-12 English Language Learners	<b>January 29, 2018-February 1, 2018</b> SRRHS <b>February 5-8, 2018</b> SRRMS <b>February 12-13, 2018</b> MHES and Rice <b>February 21-22, 2018</b> MHES and Rice <b>February 26-March 1, 2018</b> PV
ACT	<p>The test is a timed test and will cover four core subject areas:</p> <p><b>English</b>-Measures standard written English and rhetorical skills.</p> <p><b>Mathematics</b>-Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.</p> <p><b>Reading</b>-Measures reading comprehension.</p> <p><b>Science</b>-Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.</p> <p><b>Writing</b>-Measures writing skills emphasized in high school English classes and in</p>	<ul style="list-style-type: none"> <li>· Interest Inventory</li> <li>· Student profile</li> <li>· College Preparatory</li> <li>· Accountability</li> </ul>	Paper assessment, aligned with career and college	Test is timed by sections: <b>English:</b> 45 min. <b>Math:</b> 60 min. <b>Reading:</b> 35 min. <b>Science:</b> 35 min. <b>Writing:</b> 30 min.	Grade 11	<b>February 27, 2018</b>

	entry-level college composition courses.					
Local Assessments						
Assessment	Description	Why we do this assessment...	Format of test	Amount of time	Who	When
Teaching Strategies (TS) Gold	Teacher administered assessment to determine benchmark data in the subtests as well as look at growth in the same subtests over time. This assessment looks at social/emotional, literacy, language, math, cognitive and physical development	<ul style="list-style-type: none"> <li>Instructional planning</li> <li>Student programming</li> </ul>	Teacher observation; Paperless administration enables teachers to complete the scale anywhere, anytime using a web-connected computer or mobile device.	Data collected through observation	PreK students enrolled in 3 year old and 4-5 year old school readiness	Fall Winter Spring
FAST Dev Milestones	A brief, observation-based criterion-referenced rating scale used to track student development in key areas of skill and performance across the school year.	Evaluate each student's performance relative to established milestones in the fall of the year	Paperless administration enables teachers to complete the scale anywhere, anytime using a web-connected computer or mobile device.	Data collected through observation	Kindergarten students	Fall
Fast (Reading)	ReadingTeacher administered screener of early literacy skills and curriculum based measurements. The subtests given vary from fall, winter, and spring, so as to best match reading skill development and reliably assess which students are meeting benchmarks and which students need additional assistance	<p>Screening &amp; Benchmark to compare student performance to expected grade level performance</p> <ul style="list-style-type: none"> <li>Instructional needs</li> <li>Progress monitoring to monitor intervention effectiveness</li> </ul>	Assessments are individually administered. The teacher (or other staff) mark student responses electronically as the student completes the brief assessment.	The subtests given each test period are administered individually and are typically completed in 5-10 minutes per student.	Grades K-2	Fall Winter Spring

Oral Reading Fluency	Timed reading passage to determine how many words the student reads correctly on a grade level passage	Screening & Benchmark to compare student performance to expected grade level performance <ul style="list-style-type: none"> <li>· Instructional needs</li> <li>· Progress monitoring to monitor intervention effectiveness</li> </ul>	Orally	1 minute	Grades 2-5	3x a year
Fountas and Pinnell Benchmark Assessments	Teacher administered periodic assessment to determine students reading level as well as strengths and areas for growth in reading comprehension and fluency	<ul style="list-style-type: none"> <li>· Instructional planning</li> <li>· Differentiation</li> <li>· Placement in instructional groups</li> </ul>	Orally	10-30 minutes	K-5	Fall, February/March
Spelling Inventory	Short spelling test that looks at multiple patterns and meanings of common words to determine where students are struggling or excelling in their spelling skills	<ul style="list-style-type: none"> <li>· Instructional planning</li> <li>· Differentiation</li> <li>· Placement in instructional groups</li> </ul>	Paper/pencil	6-10 minutes	Grades K-5	2x a year (Fall and Spring)
Math concepts and application screener	Teacher administered screener and monitor that looks at general mathematics problem solving skills	Screening & Benchmark to compare student performance to expected grade level performance <ul style="list-style-type: none"> <li>· Instructional needs</li> <li>· Progress monitoring to monitor intervention effectiveness</li> </ul>	Paper/pencil	8 minutes	Grades 3-5	Fall Winter Spring
Fast aMath	Broad math screener that looks at a variety of skills including counting, cardinality, operations and algebraic thinking, number and operations in base ten numbers and operations, measurement and data, and	Screening & Benchmark to compare student performance to expected grade level performance <ul style="list-style-type: none"> <li>· Instructional needs</li> <li>· Progress monitoring to monitor intervention effectiveness</li> </ul>	Computer adapted	Untimed but approximately 20-35 minutes	Grade 2	Fall Winter Spring

	geometry					
NWEA-MAP (Measures of Academic Progress)	Computer-adaptive, norm referenced achievement tests in reading and math- Nationally normed growth measure	Screening & Benchmark to compare student performance to expected grade level performance · Instructional needs · School Improvement	Math and Reading - untimed; computer based, adaptive	1-3 hours  (depending upon grade and test)	Grades 3-10	Fall Winter Spring