

Alpine Elementary Assessment Policy

Revised Spring 2015

Assessment in the PYP

“How will we know what we have learned?”

Alpine Elementary has adopted a philosophy that assessment is the means by which all members of our school community can increase our own potentials and continue to strive to emulate the learner’s profile. Assessment should be to inform on progress, whether that be teaching, learning, school or personal growth. Assessment is for the clear purpose of continual improvement for all members of our school community.

It is important to understand that Alpine Elementary believes strongly that no one assessment is enough to make decisions about a child’s progress or achievement. A **body of evidence**, consisting of multiple assessments of various types should be in place in order for a sound instructional decision to be made regarding a student at our school. Each grade level team uses common assessments throughout the year with all students. These assessments may include activities embedded within Units of Inquiry, subject specific summative assessments, and universal screeners used to assess specific skills.

Forms of Assessment

Assessment as Learning

- **Pre & Summative Assessment:**
 - PYP research skills, presentation skills, etc

Assessment for Learning

- **Pre-Assessment:** Pre-assessments are given to check the previous knowledge students have regarding the information about to be taught. By pre-assessing, a teacher has information on which students will need modified or accelerated work, what content is already known and therefore does not need to be taught and what content that is not well understood and will need further instruction.
- **Student Self Assessment:** Students use self assessment throughout their time at Alpine Elementary to reflect on their development as international citizens and their understanding of the learner profile and attitudes. Within the context of units of inquiry they assess their knowledge of central ideas, lines of inquiry, and concepts. Students reflect on their growth as learners by examining their own skill development and setting goals accordingly.
- **Peer Assessment:** Students assess their peers’ understanding and progress throughout the learning process, to encourage progress toward goals. Peer-assessment should include

reflection on the learner profile, attitudes, and effort. Peer-assessment should serve as a catalyst for improvement.

- **Formative Assessment:** Formative assessments are any assessment during the instruction of the unit that would provide teachers with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit.

Assessment of Learning

- **Summative Assessment:** Summative assessments are to check the understanding of the central idea and inquiry points of each unit with students. The staff at Alpine Elementary have created summative assessments for all Units of Inquiry taught in each of the seven grade levels.
 - Did we teach it well?
 - Did they learn it?

Reporting of Assessment

Objective: Communicating with all stakeholders what students know, understand, and can do.

Effective reporting:

- Involves parents, students and teachers as partners
- Reflects what the school community values
- Is comprehensive, honest, fair and credible
- Is clear and understandable to all parties
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

From: Making the PYP Happen ©International Baccalaureate Organization; 2007.

Major forms of reporting:

Report Cards

Report cards have been developed and created by the St.Vrain Valley School District that uses standards-based philosophy where students are evaluated on their progress toward standards over the course of a school year. Report cards are available at the conclusion of every trimester.

Learner Profile Reflection

An important part of assessment includes the periodic reflection of progress on the Learner Profile. At the end of each trimester, students in grades kindergarten through 5th will self-reflect

on their progress toward becoming the person that the Learner's Profile describes. See the [Alpine PYP Handbook](#) for Essential Agreements regarding the Learner Profile Reflections.

Conferences

Teacher/Student: These conferences are given throughout the school year in the classroom as needed to provide students with feedback on their progress toward learning goals.

Teacher/Parent: At least one conference each school year is held between a parent and their student's teacher to discuss the progress toward learning goals.

Student Led Conferences: Students lead their parents through the learning they have accomplished at least once a school year. The student discusses and reflects on their learning as well as identifies strengths and areas for improvement. Often, student portfolios are used in conjunction with student led conferences to provide examples of the student learning being discussed.

Portfolios

The most comprehensive way we show student growth over their 7 years is through student portfolios. Each student in our school has their own portfolio including student work for each grade that they have attended at Alpine Elementary. The work represents not only their accomplishments as a learner but also the growth they have made throughout their years. See the [Alpine PYP Handbook](#) for Essential Agreements regarding portfolios.

UOI Reflections

The goal of the reflection is to assess the effectiveness of our implementation of the UOI. Any changes to be made to the UOI the next time it is taught, or successes to remember, will be documented on the planner. See page [Alpine PYP Handbook](#) for Essential Agreements regarding Reflections.