

WARREN T. JACKSON ELEMENTARY SCHOOL
ASSESSMENT POLICY 2014-2015

The teachers at Jackson assess to gather information regarding student progress, to evaluate and drive instruction, and plan for future lessons. Within each classroom a variety of assessment strategies and tools are used. We believe that by using different means to monitor student achievement and instruction, we can gain a true picture of understanding and growth, in order to differentiate and individualize instruction.

In every classroom, teachers are expected to use pre-assessments, student self-assessments, common assessments and teacher assessments. Within units of inquiry, all teachers use formative assessments (a pre-assessment of the central idea and concepts) to monitor student progress, and a summative assessment to evaluate student understanding of the central idea and concepts. In addition, at the end of each unit, students complete a reflection through a written, oral, or pictorial response.

In math, students will be assessed using a pre-selected common assessment. The data team for each grade level reports the pre and post common assessment results to the data coach. The common pre-assessment results will be analyzed and used by the grade-levels and data and math coach(es) in planning to differentiate the curriculum, as needed. The common post-assessment results are analyzed, and if additional individualized instruction is needed, then strategies will be developed and data recorded through the Response to Intervention (RTI) process. Students will be given a probe to monitor the effectiveness of each strategy.

Teachers are responsible for using and maintaining data collected through various assessment tools. Rubrics are frequently developed and utilized in classrooms for performance-based assessments. Both the teachers and students create rubrics based on the criteria of a given assignment. Rubrics are presented to students prior to the start of an assignment, and often used throughout the process of the assignment so the students can evaluate their work. Before major projects and/or tests, rubrics will be sent home and shared with parents.

The report card of the Atlanta Public Schools is one tool used to communicate with parents. Report cards are sent home quarterly. Once a semester (twice a year), IB report cards will also be sent home. This report card is to be completed by the teachers and serves as communication between teachers and parents on whether students are mastering the lines of inquiry in each of the six units of inquiry. A copy of this report is kept in student portfolios. Students also complete a self-assessment on their progress in understanding and displaying attributes of the Learner Profile. Parents also receive results of standardized tests which may include the Georgia Milestones Assessment for grades 3-5, the Computer Adaptive Assessment System (CAT) for grades K-5, National Assessment of Educational Progress (NAEP) in grade 4, Student Learning Objective computerized assessment (SLO) in all subject-areas and the Georgia Kindergarten Inventory Development Skills (GKIDS).

The staff at Jackson use portfolios each school year to record student knowledge within the PYP. The portfolio will include at least one student work sample from each unit of inquiry

accompanied by a reflection. In addition, work samples from the stand alone units that encompass the CCGPS (Common Core Georgia Performance Standards) may also be included. Portfolios will travel with the students from grade to grade (K-5). Students are responsible for choosing one piece from each unit of inquiry. At the end of each year, students will hold a student-led portfolio conference with their parents.

Teachers are expected to individually complete reflections regarding the units of inquiry. Then as a grade-level, they will meet for the collaborative reflection. Reflections from the previous year will be discussed during the ‘Planner Kick-off’ collaborative planning.