

Richey Elementary School

Assessment Policy

RES Mission Statement

We exist to create a safe, empathetic, inclusive environment where all participants can positively impact the global community through an inquiry process using strong instruction, deep engagement, and high expectations, to develop collaborative, compassionate, and confident learners.

Purpose of Assessment

Our purpose of assessment is to allow teachers, parents, students and administration to establish a clear picture of individual student progress and set target goals for students. Pre-assessment will enable teachers to establish student background and prior knowledge. The assessment cycle guides instruction. It provides an understanding of what students know, what they need to know, and what to plan next. Assessment is a tool used for planning and differentiation of instruction. Students use self-reflection and self-evaluation as an avenue for student-initiated action.

Assessment of Richey Elementary Program of Inquiry

At RES, products, performances and tasks are designed to show understanding of learning objectives inside and outside the units of inquiry. Effective assessment practices include:

- Assessing for prior knowledge. Tools for pre-assessments include, but are not limited to:
 - Know, Wonder, Learn (KWL)
 - Reflection Journals
 - Discussions/Brainstorms
 - Wonder wall
 - Equip pre-module
- Assessments evaluate student progress and performance in Florida State Standards and Units of Inquiry content.
- Assessments provide authentic and meaningful feedback from which data-driven conclusions may be made.
- Formative assessment tasks are woven throughout weekly instruction to provide teachers and students with helpful feedback on progress of understanding and application of Florida State Standards and IB Unit Lines of Inquiry. Summative tasks can include choice of product to address different learning styles. Summative assessments are also valuable tools for reporting the effectiveness of synthesis and application of their learning.
- Tools for formative and summative assessments include, but are not limited to:
 - Rubrics
 - Checklists
 - Tests, quizzes
 - Journal reflections
 - Guided responses
 - Self and peer assessments
 - Graphic organizers

- Observations/anecdotal records
- Performance tasks
- Visible thinking strategies
- One-on-one conferences
- Standardized tests
- Process-focused assessments

State Mandated Assessments

The shared value of standardized assessment at RES is to provide parents and the learner feedback on the learning process. This is an inclusive opportunity that learners engage in at the end of each school year. School-based teams disaggregate these data and develop an action plan that addresses future growth.

- World-class Instructional Design Assessment (WIDA)
Any child who has a language other than English spoken in the home must receive a language placement test upon entering the district. Children categorized as limited English proficient must be given the WIDA test every March –April until they are considered fluent English proficient. The results of this test are sent to parents at the end of each year. Teachers use the results to determine language proficiency levels and individualize instruction to meet the needs of their second language students.
- Florida State Assessment (FSA)
 - Writing (Grades 4-5)
 - Reading (Grades 3 – 5)
 - Mathematics (Grades 3 – 5)
- Florida Comprehensive Assessment Test 2.0 (FCAT) Science (Grade 5)

District Assessments

- Kindergarten Readiness Test (FLKRS)
- MAPS: ELA, Math, Science (K-5)
- District Finals
- K-5 (Art, Music, PE)

School-wide Assessments

At Richey Elementary, we believe that assessments should be given numerous times during a unit of study in all subject areas. Units of study should have the following:

- **Background Knowledge Assessment:** These are assessments given to check students' previous knowledge 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.
- **Formative Assessment:** A formative assessment is any assessment during the unit's instruction that would provide teachers with knowledge of how students progress toward learning objectives to plan future lessons and next steps in a unit. Examples of formative assessments include response journals, class discussions, and graphic organizers.

- **Summative Assessments:** A summative assessment is given at the end of a unit to allow students to show what they have learned and provide feedback to the teacher on how well the unit's objectives were reached. One goal of these assessments is to provide our learners with a variety of ways to demonstrate they are understanding.
- **Student Self Reflections:** Students will use self-assessment throughout their time at Richey Elementary to reflect on their development as international citizens and understand the learner profile and attitudes. Within the context of units of inquiry, they will assess their knowledge of central ideas, lines of inquiry, and concepts. Students will reflect on their growth as learners by examining their own skill development and setting goals accordingly.

Reporting

- RES provides/communicates student progress through:
 - Parent-teacher conferences (As needed)
 - Progress Reports (Once each quarter)
 - Using Pasco County Reporting System
 - Report Cards (once each quarter)
 - Using Pasco County Reporting System
 - Primary Years Program/Data Binders/Portfolio*
 - Spring Showcase of Learning

Portfolios*

The Primary Years Program Portfolio is a way to show growth in students over the entire RES experience. Students play a vital role in creating their portfolios. Work is chosen and reflected upon by students to gain a better understanding of how they are progressing as learners.

Appendices

Sample Report Card

School Sanders Memorial Elementary (813) 794-1500 Grade # _____
 Student Name _____ Teacher(s) _____

YOU ARE ENCOURAGED TO REVIEW A PORTFOLIO OF YOUR CHILD'S WORK, INCLUDING ASSESSMENTS.

This section of the Report Card reflects your child's performance for each grading period. Please review your child's progress for the appropriate report period.

Curriculum Areas
 E - Excellent N - Needs Assistance NA - Not Assessed at this time
 S - Successful U - Well Below Expectation

CURRICULUM AREAS		1	2	3	4
English Language Arts	Reading				
	Writing				
Mathematics					
Science/Health					
Social Studies					
Art					
Music					
Physical Education					

Social Growth/Behavior/Work Habits/Motor Development
 S - Successful N - Needs Assistance U - Well below expectation NA - Not assessed at this time

SOCIAL GROWTH / BEHAVIOR		1	2	3	4
Shares teacher's attention					
Displays self confidence					
Practices self control					
Accepts responsibility for his/her own behavior					
Follows class and school rules					
Respects the feelings and views of others					
Respects school personnel					
Respects class/school property					
Manages personal needs					

WORK HABITS		1	2	3	4
Listens attentively					
Shows effort					
Follows directions					
Works well independently					
Works cooperatively					
Completes class work					
Shows organization					

MOTOR DEVELOPMENT		1	2	3	4
Fine muscle control					
Large muscle control					
Handwriting legibility					

PARENT CONFERENCE

ATTENDANCE		Qtr--	1	2	3	4
Days Present						
Days Absent						
Days Tardy/Early Dismissal						

The determination of whether or not your child is meeting yearly standards based on current diagnostics or standardized assessment is indicated for each area:

Reading - Writing - Mathematics -

Please complete this portion, detach, and return it to your child's teacher.

Family involvement will increase your child's achievement. We welcome your comments, suggestions, and ideas.

Comments _____

I would like a conference Yes No

Student Name _____ Parent/Guardian's Signature _____

Date _____ Telephone Number _____