



**Ed V. Baldwin Elementary School
Assessment Policy
2017 - 2018**

Philosophy or Assessment Beliefs

We believe that assessment is the gathering and analysis of information about student mastery of content, and is designed to provide meaningful insight into student learning and the efficacy of learning programs. Assessment is an ongoing process that guides teacher planning and informs instruction. At Baldwin Elementary we believe that although assessments may include the traditional summative and formative types, it is also essential to provide the assessment of real-world skills that encourage collaboration, critical thinking, communication and creativity. We also recognize the individuality of each learner and will ensure that our assessments are balanced among the many learning styles our students possess. Our commitment to the Primary Years Program (PYP) is indicative of the PYP approach to assessment that recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both. (Making the PYP Happen 2009).

Purpose of Assessment

The purpose of assessment is to inform and involve all stakeholders in our student's achievement towards Baldwin's mission which states, "Baldwin Elementary School will ensure that every child leaves our school with a lifelong love of learning, prepared for academic success, and being a positive member of the global community." In order to do this effectively we must allow:

- Students to be an active part of the learning process through reflection and demonstrating of their knowledge.
- Teachers to use assessments to plan and guide their instruction and to communicate progress to students and families
- Parents to see evidence of their child's learning and development while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

Types of Assessments at Baldwin Elementary School

Diagnostic/Pre-assessments

These are assessments that occur prior to teaching that give the student and teacher critical information about what the students know and are able to do. Teachers may also gain insight into student preferences, interests, and learning styles. Examples of diagnostic and pre-assessments include but are not limited to:

- I-Ready diagnostic
- KWL charts
- Interest Inventories
- Class discussions
- Skills checklist
- Teacher made pre-assessments

Formative Assessments

Formative assessments provide teachers and students with information about the learning process while it is happening. These types of tests are often used to monitor student progression toward a specific goal. Examples of formative assessments used at Baldwin Elementary include but are not limited to:

- Exit tickets
- Journal entries
- Class discussion
- Quizzes
- Kahoot
- Writing samples
- Homework assignments
- Teacher observations
- Common Spiral Assessments

Summative Assessments

Summative assessments are often administered at the end of a unit and demonstrate how close students have come to achieving mastery of a specific standard. Examples of summative assessments used at Baldwin Elementary include but are not limited to:

- Student presentations
- Unit assessments (Gr 3-5)
- Teacher made assessments
- Essays/Research papers
- Projects (including technology)

Self Assessments

- Student goal setting

- Personal evaluation rubrics
- Response to level of understanding questions (exit tickets, thumbs up/down, etc.)

Peer Assessments

- Rubrics for group work
- Checklists
- Reflections
- Communication of expectations

PYP Exhibition

The 5th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes, and action). This provides students with an opportunity to demonstrate the attributes of the learner profile which they have been developing throughout the PYP.

Standardized Assessments

Standardized assessments include the assessments that are mandated by the state. Baldwin Elementary School participates in the following standardized assessments:

- End of Grade Tests in reading, math, and science
- Reading 3D

Reporting

As stated previously, communicating assessment results to students, parents, and teachers is important because it provides meaningful feedback about learning that has taken place. Results of assessments are communicated frequently throughout the school year in a variety of ways:

- Progress reports
- Report cards
- Weekly Schoolnet reports emailed to parents
- Parent/Teacher conferences
- Newsletters
- Google Classroom
- Seesaw and other LMS programs
- Phone calls
- Portfolios
- Communication folders
- PYP Portfolios

Assessment Policy Review

The assessment policy for Baldwin Elementary will be reviewed annually by the School Improvement Team, which includes administration, instructional coaches, and each grade level chair.

Assessment Policy Communication

The Baldwin Elementary assessment policy will be available on our school website so that it is easily accessible to all parties interested.

References

(2009). PYP - Making it happen: A curriculum framework for international primary education.

www.ibo.org

Ed. V. Baldwin
2017-18 Primary Years Programme Progress Report

STUDENT NAME _____ TEACHER: _____ Grade : _____

	The student is showing that he/she is:	Second Marking Period	Third Marking Period	Fourth Marking Period
Inquirer	Asks questions, doesn't give up easily			
Communicator	Expresses feelings and thoughts in words across the curriculum, communicates in different methods			
Thinker	Uses what he/she already knows, can build on own ideas with something new, can build on others' ideas			
Risk-taker	Willing to make mistakes, prepared to try something new, willing to try things in unfamiliar ways			
Knowledgeable	Learning more about him/herself, others and the world around us			
Principled	Honest, makes good decisions, responsible			
Caring	Helpful to others, empathetic, thoughtful. Recognizes that he/she is part of a group			
Open-minded	Listens to other people's thoughts and ideas, accepts that there is more than one way to look at things			
Balanced	Organized, healthy, able to use time wisely			
Reflective	Thinks about what he/she does and says, thinks about his/her learning, things about different ways to do things			

Second Marking Comments:

Third Marking Comments:

Fourth Marking Comments:

ND - Not Demonstrated D - Developing SE - Strongly Evident
More information about these learner profile traits are available on the Baldwin website