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WHAT IS ASSESSMENT?

Assessment is an ongoing measurement and analysis of one's knowledge, concepts, actions, activities, and skills. It should be based on comparisons of what students know over a period of time. Assessment should provide accurate and useful information concerning students' knowledge and mastery of skills. It is the tool used to answer the question: "How will we know what we have learned?"

WHAT IS THE PURPOSE OF ASSESSMENT?

There are many purposes for assessment. It is a tool used to determine students' prior knowledge and gain information about students' experiences that relate to the new unit's central idea, lines of inquiry, key concepts, and related concepts. Often, teachers will observe and record student's discussions, comments, and questions during the provocation task to gain additional insight to students' prior knowledge. It provides a way to evaluate what students have learned and which skills have been mastered. Assessment results track student progress, drive instruction, and provide teachers with a map for future planning and differentiation. The assessment of students' work and performance are tools to be used in reporting to parents, students, and teachers.

As a student completes a self-assessment, their reflections indicate how they think, their interests, and their learning styles.

WHAT IS ASSESSED?

Students are assessed on knowledge and performance in all domains that support the development of the whole child. Specific standards for each subject area are established by the state of Georgia.

The PYP Attributes provide an opportunity for students and teachers to reflect on their actions. Through engagement in well-rounded themes of inquiry, students will use a variety of skills as defined by the PYP Approaches to Learning.

WHEN DO WE ASSESS?

Assessment is always in progress. It occurs before, during, and after themes of inquiry. Teachers and students monitor progress through formal and informal methods. Students are provided regular and prompt feedback.

HOW DO WE ASSESS?

Assessment may be formative or summative. Summative assessment tasks are designed to directly assess student understanding of the central idea. Students complete summative assessment tasks independently, with minimal teacher assistance. Formative assessments are used to check student understanding throughout a unit of inquiry. In addition to driving teacher's instructional decisions, formative assessments are a valuable tool for teachers to give feedback to students about their performance. A diverse range of strategies and tools provide students and teachers with opportunities for reflection, teacher and peer assessment, and self-assessment. Students are aware of the criteria for assessment so they will know what is expected.

Strategies and tools used for assessment include:

checklists and rubrics

oral discussions

conferences

observations/reflections

Muscogee Accountability Program for Improvement

student profile checklist

anecdotal records

S.T.A.R.

Accelerated Reading

selected responses/pre-post assessments

open-ended tasks/performance tasks

portfolios

exemplars

continua

surveys

role-playing

demonstrations

musical creations

artistic creations

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STATE/COUNTY MANDATED ASSESSMENT (GMAT, COGAT, & RTI)
As a Georgia public school, Clubview is required to participate in the following State Assessments:

• Georgia Milestones Assessment System (GMAS) in grades 3-5, which is a state standardized assessment program. GMAS includes the assessment of the Georgia Standards of Excellence in English Language Arts, Mathematics, Science and Social Studies. Grade 5 administers the whole battery of exams, while 3rd and 4th only administer English Language Arts & Math.
• In grade 1, the Cognitive Abilities Test (CogAT) is given to identify gifted and talented students.
• Response to Intervention (RTI) is the Georgia Student Achievement Pyramid of Interventions administered when identifying and supporting a student with academic or behavioral needs.

Although these assessments provide teachers with useful data, we also recognize that they are just one measure of student success. Performance on standardized testing should be considered alongside other measures such as unit of inquiry formative and summative assessment tasks, inventories, in-class performance, Learner Profile reflections, and teacher observations.

HOW DO WE REPORT?
Assessment of student work and performance provides necessary feedback to students, parents, and teachers. Student reports are used to identify content mastery. They chart progress and identify areas for student growth. Reports provide teachers with an opportunity to reflect on the effectiveness of their teaching. Information is shared through a variety of reporting methods. These include:
Conferences (mid-year/student-led)
Muscogee Accountability Program for
Achievement mid-9-week progress reports report cards
Attributes Reflections
portfolio
S.T.A.R.
Accelerated Reader
Achieve 3000
GMAS
Approaches to Learning Reflections
Exhibition/Survey
Infinite Campus (Parent, Student, and Teacher Portals)
SLDS Records
State/County Mandated Assessment (GMAT, COGAT & RTI)

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E L E M E N T A R Y S C H O O L

SHARING THE ASSESSMENT POLICY

STAFF

Our assessment policy is electronically stored on our Clubview Share Drive in the Policies folder for easy access by all staff members. New staff members are guided through the assessment policy during their induction.

PARENTS/COMMUNITY

Our assessment policy is shared with our Governing Board. The assessment policy will be available on our school website and in the front office for parent review.

FUTURE REVIEWS

The staff will review the assessment policy annually for changes and additions. This annual discussion will ensure that all staff members are aware of the policy and will also provide a way for us to make changes to reflect best practices in assessment. We would like this document to be an accurate reflection of our assessment philosophy and practices.

CONTRIBUTORS

This policy is the result of collaboration between all staff members. Each section of this policy was the result of discussion during staff professional development time. After each discussion, the IB coordinator compiled notes from the discussion and drafted a section. At the next meeting, the IB coordinator shared the new section with the staff for revision. A cross grade level collaborative group had final review and typed the policy.

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