

Assessment Policy – William Rainey Harper

Philosophy:

Assessment is an integral part of a school community, and both formative and summative assessments should inform teachers, students, and families about the learning happening in a classroom. It is a collaborative effort, and should include knowledge assessed before, during, and after the learning. The Enhanced PYP approach recognizes that the learning community should look both backwards and forwards when considering assessment data, as well as the importance of co-constructing assessments with the school community (Assessment in the Primary Years Programme, 2020).

At William Rainey Harper, we believe that true assessment is holistic, and comprised of both formative and summative assessments that focus on the whole child. It is comprised of data from district and state required tests, as well as classroom observations, collaborative rubrics and checklists, and peer and teacher feedback. Decision-making within the classroom and the school is driven by assessment results and conversations within the school community.

Purpose:

The purpose of assessment is to provide varied, integrated information across discipline areas and grade levels to inform teachers, students, and families. Effective assessments include:

- **Students:** Students are encouraged to focus on individual student progress in an authentic discussion to help students move forward in their learning.
- **Parents:** Goals are clear and specific, written and communicated to parents in a way that allows families to support their student to meet the goals set within the classroom.
- **Teachers:** Teachers use a variety of assessments that provide a wide range of data points for the classroom community. Teachers use data from a variety of sources to create learning engagements and move the learning forward in the classroom.

Types of Assessments:

Like the Enhanced PYP, Harper believes that there are four total methods to assess learning in a learning environment: monitoring, documenting, measuring, and reporting (Assessment, Enhanced PYP, 2020).

- **Monitoring Learning:** Teachers and scholars will use progress monitoring checklists, formative assessments, exit tickets, and feedback on completed tasks to monitor progress within the classroom regularly.
- **Documenting:** Within the classroom, teachers will allow students to present on their learning, which could include creating portfolios and unit related projects, and completing teacher created assessments to help teachers, scholars and families know the progress students are making towards their goals.
- **Measuring:** Our state and district require the use of the Ohio State Tests (3rd-5th grade), NWEA (1st-5th grade), Aimsweb (Kind-3rd grade), and other district-mandated benchmark tests to measure learning.
- **Reporting:** Families will be kept apprised of learning and assessment results through report cards that go home at the halfway point each quarter and the end of each quarter, as well as individualized reports by teachers where appropriate. In addition, parent/teacher conferences

are offered four times a year for families. Where developmentally appropriate, scholars may lead parent-teacher conferences.

PYP Assessment Tools:

In order to most effectively guide student growth and move students towards their personalized learning goals, teachers at William Rainey Harper use a variety of strategies and tools. These include both formative and summative assessments, and the school community strives to co-construct learning goals, as well as checklists, rubrics and other tools whenever possible. Tools and strategies include, but are not limited to:

Tools:

Rubrics
Checklists
Performance-based Tasks
Open-ended Tasks
Notes

Strategies:

Observations
Performance
Selected Response
DOK Questions
Project-Based Learning

(Campus International Assessment Policy, 2018)

Assessment Integration and Review

Assessments are only as effective as the information they provide to the learning community. As such, it is important to ensure that assessments are reviewed regularly, and vertically aligned as much as possible. As such, grade level teams will regularly review the assessments being used in Learning Engagements and PYP Units. Annually, a review of the Programme of Inquiry assessments as a whole will be reviewed by vertically aligned grade level teams.

References

Assessment in the Primary Years Program, www.ibo.org, 2020
Providence Elementary School PYP Assessment Policy, Providence Elementary School.
Campus International School Assessment Policy, Campus International School, 2017.
Boulevard School PYP Assessment Policy, Boulevard School, 2016.