

Coit Creative Arts Academy
IB PYP Assessment Policy
2018/2019 School Year

Philosophy:

Coit Creative Arts Academy believes that assessment takes place in many forms and that the ultimate goal of assessment is to help measure student progress and student learning. We believe that each individual student has their own unique learning styles with a wide variety of cultural backgrounds and approaches to learning. Because of these wide variety of differences in our students we believe that our assessments need to be able to measure student learning in a multitude of ways.

Purpose of Assessment

The main objective of assessing students' learning and performance is to give feedback to:

- Students- allows students to reflect and improve upon their individual learning
- Teachers- to reflect upon their own teaching practices in support of their students
- Parents- highlights their child's learning and development

Types of Assessment used at Coit Creative Arts Academy

1. **Formative Assessment:** These are very frequent and informal "checks" throughout our instructional sessions. They allow us to get instant feedback on the learning process to help guide further instruction, address learning gaps, and check for understanding.

Some examples of formative assessments that we use at Coit are:

- *Anecdotal records (ie. checklists)*
 - *Exit tickets*
 - *Classroom Participation*
 - *Student/Teacher conferencing*
 - *Quizzes*
 - *Group/Classroom discussions*
 - *Peer feedback*
2. **Summative Assessment:** This is a more formalized level of checking for understanding as it relates to the unit of study as a whole. It allows both the student and the teacher to get feedback on what they have learned throughout the culmination of their unit of study. Students will demonstrate their understanding of the central idea and how it might prompt them to take further thoughtful action on their own.
 - Presentations

- Tests
 - Individual and/or group projects to demonstrate the understanding of an entire unit
3. **Standardized Testing:** Standardized Testing results are also examined systematically throughout the school year to monitor students progress and to identify those needing further intervention. Our students take the NWEA MAP Assessment three times a year (Fall, Winter, Spring) so that our staff and district may monitor each student's reading progress. Dibels Testing occurs two times a year for our Kindergarten - 2nd Grade Students to assess basic phonic development. The M-Step (State Mandated Assessment) is also taken annually in the Spring by our 3rd-5th grade students. This assessment helps provide further indicators of these students proficiency levels in the area of English Language Arts, Reading and Writing.
4. **Learner Profile Assessment:**
- Throughout the learning process, opportunities are provided for teachers, students and parents to report progress in relation to the attributes listed in the IB Learner Profile.
 - We use "SeeSaw" to help gauge progress in the Learner Profile attributes.

Assessment Tools-

Checklists- list of data showing students work or performance

Exemplars- samples of students' work that show what students have learned

Rubrics- students and teacher created scoring guide used to evaluate the quality of students' work

Anecdotal Records- written notes based on observing students

Continuums- stages of learning that show progression of achievement or identify where students are in a process

Exit Slip- written student responses to questions posted at the end of a lesson

One Minute Essay- focus questions with a specific goal students write about within a minute

Journal Entries- students record their understanding of a topic, concept, or lesson in a journal

Hand Signals- thumbs up or thumbs down, 5 finger (1-5 scale)

Mind Map- students create a mind map of prior knowledge

KWL Chart- looking at what students know, want to know, and want to learn

Peer Review- students review classmate's work

Portfolio- on Seesaw students collect examples of their work throughout the school year

Reporting about Assessment-

At Coit, we believe that data collection and reporting should be an ongoing comprehensive and accurate portrayal of students' progress. Coit's goal is to provide results of assessment to parents and students to ensure communication.

Communication takes place through the following formats:

Progress reports

Report cards (District requirement, 4 times a year)

Parent-Teacher Conferences (Twice a year)

Parent Communication (face-to-face, emails, calls)

Student Conferences

Individual Education Plan (IEP)

504 Plan (accommodations)

Portfolios (Seesaw)

The Written Report

All Coit students receive a formal Grand Public Schools written report at the end of each quarter. These reports includes grades for all classes, including special subjects. State mandated MAP tests (3 times a year: fall, winter, spring) and M-STEP tests (3rd-5th summative test in the spring) are also administered and scores are reported out to parents and students. We are aligned with the Michigan Third Grade Reading Law requirements and continue to progress monitor through the use of IRIP.

Portfolios

SeeSaw- At Coit, we use a schoolwide digital portfolio called SeeSaw. This program allows teachers, administrators, students, and parents easy access to student work and progress. SeeSaw is a simple way for teachers to post tests, writing assignments, projects, and announcements for parents to see. This portfolio carries over from year to year and is a great way for parents and teachers to see student achievement over time. Student portfolios include at least one assignment or project from each unit of inquiry. Work samples may also be included.

Accessibility

Coit Creative Arts Academy recognizes and endorses the International Baccalaureate's philosophy of making an IB education inclusive and accessible for all students. The school asserts that barriers to student participation can be minimized as teachers strive to meet the educational needs of a diverse population. We do this by utilizing a variety of teaching and learning strategies as well as accommodations for assessment for students with individualized education plans.

We abide by HIPPA and FERPA rules and regulations related to student assessment and data.

Assessment Review

As a staff and community of stakeholders, we will review our assessment agreements and policy annually at the end of each school year.