

## Sherwood Park Global Studies Academy Assessment Document

The purpose of this document is to define the principles, purpose, and practices of assessment at Sherwood Park Global Studies Academy. Our assessment philosophy is a living document, which will undergo changes as the school changes to fit its needs. The policy applies to the whole school and is communicated to teachers, students, parents, administrators, and community members through the school's website and publications.

It is directly linked to our mission statement which is:

*Our mission is to provide students with opportunities to learn to investigate the world, recognize perspectives, create questions, communicate ideas, take action, and value differences. We will conduct inquiry-based learning, service learning projects, and life experiences that enhance global awareness. We will encourage students to be lifelong learners.*

| PHILOSOPHY (WHY)   | ACTIONS (WHAT)   | EXAMPLES (HOW)  |
|--|--|---|
| <b>Why do we assess the way we do at Sherwood Park Global Studies Academy?</b>   | <b>What assessment actions do we take because of the philosophy?</b>           | <b>How does assessment look at our school specifically?</b>   |
| Assessment is part of a teaching/learning cycle. Assessment determines students' performance levels, then instructional planning takes place based on assessment, next teaching occurs.                  | Assessment is integral with planning, teaching, and learning.                  | The teaching/learning cycle takes place in many settings. The settings in which planning take place are PLCs and individual teacher lesson/unit planning.   |
| Assessment of student learning is to inform planning, teaching, and continued learning. Assessment is used to track growth, provide feedback, and determine next steps in each child's learning process. | Next steps in teaching are determined by the students' level of understanding. | Formative assessments determine next steps for instruction. These include <ul style="list-style-type: none"> <li>● Observations</li> <li>● Rubrics</li> <li>● Exit Tickets</li> <li>● Homework</li> <li>● Unit/daily quizzes</li> </ul> |

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| <p>Students need to understand assessments.</p>  | <p>Students practice peer and self-assessment. Students are involved in the creation of rubrics. Students discuss the requirements of assessments-rubrics, checklists, and types of test questions.</p> | <p>Peer assessment<br/>Self-assessment<br/>Rubrics and checklists created with student input.<br/>Classroom test taking skills are taught.<br/>Students discuss requirements of rubrics and checklists, as well as the types of questions asked on standardized tests.</p>   |
| <p>Student work is assessed for multiple reasons throughout the PROCESS of learning. Formative assessments to give feedback and determine next steps in teaching/learning.</p> | <p>A range of formative assessment tools are used.</p>  | <p>Formative assessments include:</p> <ul style="list-style-type: none"> <li>● Anecdotal records</li> <li>● Student reflections</li> <li>● Student/teacher feedback</li> <li>● Peer to peer evaluations, student conversation</li> <li>● Classroom participation</li> <li>● Individual and group information or progress</li> <li>● Skill development</li> <li>● Tests</li> <li>● Quizzes</li> <li>● Selected responses</li> </ul> |
| <p>Formative assessments can be used to evaluate all parts of the learner.</p>   | <p>Formative assessment is used to evaluate student development and areas of strength and need in all of the essential elements of the PYP.</p>   | <p>Assessment focuses on the essential elements of the Primary Years Programme:</p> <ul style="list-style-type: none"> <li>● the acquisition of knowledge</li> <li>● the understanding of concepts</li> <li>● the mastering of skills</li> <li>● the development of the learner profile attributes</li> <li>● the decision to take action</li> </ul>   |

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| <p>Assessments provide data that evaluates student understanding as well as student growth in the learning process</p>  | <p>Sherwood Park Global Studies Academy assesses through a variety of tools, using a balance of formative and summative assessments.</p> | <p>See lists within this chart of formative and summative assessments used.</p>  |
| <p>Summative assessments allow students to demonstrate their understanding of content and skills at the end of the learning process for a skill, chapter, unit, or marking period. Summative assessments allow students to show their understanding of and application of the concepts in which they are interacting.</p> | <p>A range of summative assessment tools are used.</p>   | <p>Summative assessment tools:</p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Tests</li> <li>● Individual and/or group projects to demonstrate the understanding of an entire unit</li> <li>● Student reflection of their assessment completion process</li> <li>● Situation/stimulus that requires an original response on part of the student(s)</li> </ul> |
| <p>Assessments are used reflectively by teachers and administrators to determine the effectiveness of teaching strategies and determine next steps in instruction.</p>  | <p>Assessment results are analyzed to determine effectiveness of teaching strategies and make instructional decisions.</p>               | <p>Assessment results are analyzed from the following assessments:</p> <ul style="list-style-type: none"> <li>● State and district assessments</li> <li>● Exit Tickets</li> <li>● Homework</li> <li>● Unit/daily quizzes</li> </ul>  |

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| Assessment within the PYP focuses on three closely related component areas: assessing, recording, and reporting. | Sherwood Park Global Studies Academy focuses on assessing, recording, and reporting: <ul style="list-style-type: none"> <li>● Assessing-determining what students know and have learned</li> <li>● Recording-collecting and analyzing the data</li> <li>● Reporting-communicating the learning</li> </ul> | Assessment Tools: <ul style="list-style-type: none"> <li>● See above for assessments used</li> </ul> Recording Tools: <ul style="list-style-type: none"> <li>● Anecdotal records</li> <li>● Portfolios</li> <li>● Checklists</li> <li>● Gradebook</li> <li>● Learning journals</li> </ul> Reporting Tools: <ul style="list-style-type: none"> <li>● Report Cards/Progress Reports</li> <li>● Parent-Teacher Conferences</li> <li>● Parent-Teacher communication</li> <li>● Seesaw Digital Portfolio</li> <li>● Parentvue (online access to gradebook)</li> </ul> |
| Assessment results should be frequently reported to parents.   | Reporting occurs frequently, formally and informally.   | Every 10 weeks, per the Grand Rapids Public Schools requirements, students/parents will receive a formal report card. That report card will include students' grades. Parent-Teacher communication occurs regularly throughout the school year.  |
| Assessment reporting is confidential.  | Portfolios and assessment results are shared only with those that work directly with the student.   | Assessment results will be accessible only to the student, teacher, parent, any staff member that works directly with that student, and the administration. These records are otherwise considered confidential and will not be shared.  |
| The assessment policy is a living document, changing as needed.  | As a staff we will review our assessment agreements annually.   | In June of each school year, the staff revisits the assessment policy for any needed revisions.  |

**Teachers, students and parents will assess, record and report learning through:**

**Units of Inquiry  
Learner Profile  
Student Portfolios  
Conferencing  
Required Assessments**

### **Units of Inquiry**

*Purpose:* Units of inquiry are developed using the PYP unit planner. The units include both formative and summative assessments. All essential elements are assessed: knowledge, concepts, skills, attitudes, and action. Both the process of learning, as well as the product, are assessed. The purpose and types of assessments are explained to the students. When appropriate, students are involved in the creation of assessments and rubrics.

*Formative Assessment* is within each unit of inquiry. Pre-assessment determines a student's prior knowledge to plan the next phase of the learning cycle within the context of the lines of inquiry for the unit. The tools and strategies used will include, but are not limited to:

- Anecdotal notes
- Student reflections
- Open-ended tasks
- Performance tasks
- Student/teacher feedback
- Peer to peer evaluations
- Student conversation
- Classroom participation
- Individual and group information or progress
- Skill development
- Tests
- Quizzes

*Summative Assessment:* The summative assessments for Units of Inquiry in the PYP demonstrate student learning of a central idea and their actions as a result of the learning. This allows teachers to measure student understanding at the end of the period of learning. Summative assessments include, but are not limited to:

- Presentations
- Tests
- Individual and/or group projects to demonstrate the understanding of an entire unit
- Student reflection of their assessment completion process
- Situation/stimulus that requires an original response on part of the student(s)

*Student generated reflections* will take place at the end of each unit. This may include knowledge gained about the central idea, lines of inquiry, and/or key concepts. It may be a response to a piece of student work within the unit or a response to a component of the unit.

*Teacher assessment/reflection* of each unit will occur after a unit of inquiry is taught. As a grade level team, teachers will revise the unit planner and reflect within Toddle.

## **Learner Profile**

*Purpose:* All students at Sherwood Park Global Studies Academy are expected to model the attributes of the learner profile. The assessment of the learner profiles is a tool for students to self-reflect and set goals on their development of the attributes.

### *Tools/Strategies:*

- All PYP students attend a monthly learner profile assembly, at which one profile is highlighted.
- All units of inquiry have focus attributes.
- All students reflect on the learner profiles each marking period that have been covered. These reflections are kept in the students' Seesaw digital portfolio. This is available to parents.
- All 6<sup>th</sup> grade students will reflect on their personal growth during the exhibition using Seesaw portfolio pieces once the building begins taking part in the Exhibition.

### *Agreements:*

- Students, parents, and staff are expected to model the learner profiles while at school.
- Communication about learner profiles is shared with parents through school newsletters and Seesaw.
- Assessment of learner profiles is student driven. Parents are encouraged to discuss goals with students.
- Students show evidence of modeling and understanding the characteristics of all profile attributes through behavior, reflections, and unit of inquiry work.

## **Student Portfolios**

*Purpose:* Sherwood Park Global Studies Academy is using Seesaw, an online digital portfolio, to document student learning throughout the PYP years. The portfolio travels digitally with the student throughout grades Preschool- Six and builds to show growth in student understanding of the transdisciplinary themes and learner profiles. It also provides a continuum for students to track their progress in learning. The portfolio provides parents, teachers, and students with data for individual reflection, parent-teacher conferences, and teacher reflection/data collection.

*Includes:* Student work demonstrating the process of the learning of the central idea, and reflections of their learning within each Unit of Inquiry

*Selection/Collection Process:* Both students and teachers will select items to go into the portfolios. The work collected will reflect the students' growth as inquirers/learners.

*Time Frame:* The portfolio is created when the student enters Sherwood Park Global Studies Academy. Their portfolios will follow the student from year to year, gathering various work samples over time.

## **Conferences**

*Purpose:* Conferences are an opportunity to develop relationships with parents as teachers share progress of student academic and social growth. Teachers are expected to share evidence of student growth (comparing the student to themselves and to the standards).

*Parent/teacher conferences:* Two parent/teacher conferences will be held annually, one in the fall; one in the spring. These are formal opportunities to address goals and concerns. Parents are welcome to make appointments with teachers for additional conferences/meetings outside of the conference timeframes.

*Teacher-student conferences:* These conferences will be held on a continuous basis throughout the school year. This is an ongoing process. These can be formal or informal.

## **Required Assessments**

All staff will be required to administer the following assessments:

- All formative and summative assessments as well as student self-reflections from all 6 planners during the school year.
- Informal and formal assessments necessary for student success such as classroom observations, anecdotal records, student discussion, conferring, conferences, running records, etc.
- District required marking period assessments (although these may be administered in a different order than other schools within the district, all assessments must be given by the end of each school year).
- The NWEA MAP (Northwest Evaluation Association Measure of Academic Progress) to be administered 3 times during the year, dates determined by the district administration. Due to Covid-19 and the distance learning plan, the MAP will be administered twice in 2020-2021. In future years, the district plans to administer this assessment three times.

The following assessments are required of the students that in the indicated grade levels or programs:

- The MSTEP (Michigan Student Test of Educational Progress) test as required by the State of Michigan for students in grade 3 and above only.
- For our ELL (English Language Learners) students take the WIDA (World Class Instructional Design and Assessment) assessment as determined by the State of Michigan.
- Any other assessments that match this criteria and as required by our stated curriculum and resources.
- Resource teachers use assessments based on students' needs, which include: Qualitative Reading Inventory 5, Grand Rapids Phonics Inventory Assessment, and the Basic Reading Inventory