

## Carl Cozier Elementary Assessment Policy

*Eric Paige, Principal  
Greg Baker, Superintendent*

**Mission Statement:** *Our Carl Cozier community is dedicated to the care and education of all our members. Open-mindedness is taught as a means to foster respect for the differences that exist among the people of our global community. We model the importance of leading balanced and principled lives, and we take action based on thoughtful inquiry.*

**Assessment Philosophy:** At Carl Cozier, we assess to identify and understand the needs of our learners. Teachers, families, and students are all contributors of valuable information. This information allows us to plan and refine our teaching to meet individual and group needs, to provide feedback to learners, and to evaluate and strengthen our instructional processes and practices. Student self-evaluation, reflection and action are seen as vital to the development of life-long learners.

<b>Purpose of Assessment</b> <b>Why do we assess the way we do at Carl Cozier?</b>	<b>Actions</b> <b>What assessment actions do we take because of our philosophy?</b>	<b>Examples</b> <b>What does assessment look like at Carl Cozier?</b>	
<p><i>We believe assessment informs us of what students know and are able to do, thereby guiding our instruction to support and enhance student motivation and learning</i></p>	<p><i>We assess often. Ongoing, differentiated, targeted, formative and summative assessments provide us with specific, in-depth information that allows us to continuously adapt our teaching to better meet individual and group needs.</i></p>	<ul style="list-style-type: none"> <li>• <i>Checklists</i></li> <li>• <i>Rubrics</i></li> <li>• <i>Observations and anecdotal notes</i></li> <li>• <i>Conversations, circles &amp; discussions</i></li> <li>• <i>Student work samples</i></li> <li>• <i>Self-reflections</i></li> <li>• <i>WA Kids &amp; K Screen</i></li> <li>• <i>Parallel tasks</i></li> <li>• <i>Benchmarks</i></li> <li>• <i>Exemplars</i></li> <li>• <i>Continuums</i></li> <li>• <i>Benchmark Assessment System</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Anchor papers</i></li> <li>• <i>Two stars and a wish</i></li> <li>• <i>Bridges Assessments</i></li> <li>• <i>Foss and Science Companion Assessments</i></li> <li>• <i>Every person responses: thumbs, think-pair-share, turn &amp; talk</i></li> <li>• <i>Electronic Assessments: Measures of Academic Progress (MAP), XtraMath, Mathletics</i></li> </ul>

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<p>We believe that the teaching/learning cycle begins and is supported throughout the learning process, with assessment.</p>	<p>We begin units by assessing prior knowledge, and use frequent, quality, and varied assessments throughout the learning process to gather information and determine optimal next steps for learning.</p>	<ul style="list-style-type: none"> <li>• Pre-assessments before instruction begins</li> <li>• Formative assessments and self-reflection</li> <li>• Anecdotal records</li> <li>• Interviews</li> <li>• Conversations between learners</li> </ul>
<p>We believe that assessment data gives us important information to inform instruction. And, we believe in the ability of our professional teaching team to make valid, informal assessment of student knowledge and understandings. We also believe that families contribute valuable assessment data. Assessment data from multiple sources provides information that informs instruction for our learners and should be actively sought.</p>	<p>We individually and collaboratively examine student work during daily planning time and regularly scheduled collaboration time. We seek ongoing professional development, reading, and other learning opportunities in the area of assessment. We regularly invite families to provide information that informs us of student understandings, and struggles.</p>	<p>Teachers meet weekly with PYP coordinator to collaborate on units of inquiry Specialists collaborate with classroom teachers. Title 1 collaboration occurs every 6 weeks, for reflection on the progress of selected students, and bi-monthly half-days are allocated for collaborative work. Brochures and/or newsletters are sent to families at the beginning of each unit, where support and input are solicited. We invite families to reflect and share how students demonstrate new learning at home.</p>
<p>We believe that in order to become active, passionate, lifelong learners, students must be able to self-assess, reflect on, and take action as a result of their learning.</p>	<p>We provide intentional instruction and practice of self-assessment in both academic and behavioral areas. All staff use consistent practices when working with students on self-assessment, and reflection.</p>	<p>Circles  Written and oral self-reflection  Conversations and discussions  Restorative Justice practices  Rubrics  Goal-setting, followed by action</p>

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<i>We believe authentic assessments best capture a child's knowledge, skills, attitudes and understanding of concepts.</i>	<i>We assess reading by reading and writing by writing. We strive for assessments that ask students to perform authentic tasks, are differentiated, and give students a choice in the way they demonstrate their learning.</i>	<i>Creating or constructing real items for a specific purpose, i.e. advertising posters, letters, toy building, live performances and presentations with real audiences, Cozier garden projects.            Creating informational displays            Engaging with our community to bring real life problems and situations to our students.</i>

### **Learner Profile**

The Learner Profile attributes describe the essence of the internationally minded individuals we are working to develop. We understand that students come to our school from various backgrounds and experiences. It is our goal to provide many rich and varied experiences, appropriate to the age and development of our students, to further develop their understanding of these ten attributes.

- All units of inquiry will focus on specific attributes of the Learner Profile that are particularly valuable in exploring the central idea or lines of inquiry.
- Students in Grades K and 1 will explore the Learner Attributes with their families through take-home books, and reflecting on family understandings through a shared journal that accompanies these books.
- The Principal and the PYP Coordinator will promote a Learner Attribute of the Month through displays, assemblies, and communications to students and families.
- Students in grades 2-5 will regularly self-assess their growth and understanding of the Learner Profile attributes within their current unit of inquiry.
- Students, staff and parents are expected to model the Learner Profile while at Carl Cozier Elementary.
- Parents will be encouraged to use the profile with their student at home.

## ***Units of Inquiry***

Each unit of inquiry will include both formative and summative assessments. These assessments will be fair, and will include a variety of strategies, modifications and adaptations so they are appropriate for all students. Self-reflection will be used as one form of assessment, and because we understand that self-reflection is a powerful way to develop reflective, life-long learners, we will offer opportunities and support to our students to further develop their abilities in this area.

The summative assessment will take place at the end of each unit of inquiry, assessing a student's understanding of the central idea, lines of inquiry, and the five essential elements (knowledge, concepts, skills, attitudes and action). The summative assessment will be shared with students at the beginning of the unit, so they will understand the expected outcome. The summative assessment responses may be evaluated by any one, or combination of, the following: teachers, students, parents/community members, or expert judges.

## ***Student Portfolios***

“Portfolios are collections of children’s work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. The portfolio is an exhibition of an active mind at work.”

*PYP Assessment Handbook*

Each student will have their own electronic portfolio folder. Our plan is to create a Microsoft OneNote template for student portfolios, reviewed and ready for implementation by Fall, 2016.

The portfolio may include the following:

- A list of the units of inquiry from each grade level
- A self-selected piece of work and corresponding reflection from each unit of inquiry.
- Student generated PYP learner profile reflection progression, one per semester.
- Any student action that the student selects to add to portfolio.
- Parent reflections
- It is anticipated that content format may be of a wide variety, including written, photos, audio, video, podcasts and other print and digital medium.

The portfolio will be kept for each student, kindergarten through grade 5. The entire portfolio will be shared with families at the end of grade 5. Families will be encouraged to view the portfolio at any time, and portions of it may be shared during family conferences. If a student moves before the end of grade 5, the contents of the portfolio will be provided to the *student*.

### **Family Conferences & Report Cards**

Because we actively seek input from and work together with our families to provide the best educational experience for their children, each teacher communicates with students’ families regularly on an as-needed basis. Formal family conferences occur at least one time per school year, usually in November.

Our report card is the standards-based Bellingham School District elementary report card, adapted to report on our Units of Inquiry, and the Learner Profile.

<b>District Assessments</b>	<b>Students/Dates</b>
Kindergarten Screen, Literacy & Math	All Kindergarten Students: Initial, Fall, Winter, Spring
Benchmark Assessment System, Reading	K: Winter, Spring Grade 1: Fall, Winter, Spring Grade 2: Fall, Winter, (NYAS* only), Spring Grade 3-5: Fall, Winter, Spring (NYAS* only)
Measures of Academic Progress (MAP), Math, & optional Reading	Grades 3-5: Fall, Spring
<b>State Assessments</b>	<b>Students/Dates</b>
Benchmark Assessment System, Reading	Grade 2: Follow district protocol for fall
WA Kids Gold	Grade K: Fall, Winter, Spring
Smarter Balanced Assessment	Grades 3-5: English-Language Arts, Math, Spring
Measure of Student Progress	Grade 5: Science, Spring
Classroom-Based Assessments (CBA)	Grade 3-5: Social Studies, Health & Fitness, September-June
OSPI Developed Assessment	Grade 5: Music
WELPA (English Language Proficiency)	All Language Learners: February

\*Not Yet at Standard