



# *Summit Charter Academy Lombardi*

## *Primary Years Programme*

### *Assessment Policy*

#### **PHILOSOPHY:**

At Summit Charter Academy Lombardi we believe that assessment is essential to planning and guiding instruction as well as supporting and enhancing student learning. Through this on-going process, we use a wide variety of assessments to effectively guide students through the five essential elements of learning: the understanding of concepts; the acquisition of knowledge; the mastery of skills; the development of learner profile attributes and attitudes; and the decision to take responsible action. Assessment is a collaborative process that involves students reflecting on their own learning to become lifelong learners. Assessment allows us to share student growth and progress with the entire school community.

#### **PURPOSE:**

Assessments are an integral part of guiding all teaching and learning within the school community. Assessments are used at Summit Charter Academy Lombardi as a tool to foster the development of students to become active, accountable and compassionate citizens of the world. Assessments are constantly evolving to reflect the needs of the students and student agency.

For the students, assessment is a means to encourage the beginning of lifelong learning through voice, choice, engagement and ownership. For the teachers, it is a way to support their reflection as to what to teach and how to best teach it. For the parents and families, it is a way to showcase and highlight their child's learning and development. In this way, assessment acts as a complement to curriculum and instruction.

***The purpose of assessment is to inform and involve students, parents, teachers and administrators.***

#### **◀For the Administrators▶**

- To improve instruction and make instructional decisions
- To modify and evaluate programs
- To promote growth and measure student progress
- To recognize accomplishments and evaluate student achievement

#### **◀For the Teachers▶**

- To measure students' understanding of learning
- To collect data and guide instruction
- To reflect upon teaching practices
- To determine the level of student understanding and knowledge
- To identify student individual needs
- To differentiate instruction
- To monitor progress and growth
- To reflect and report progress to the school community
- To promote further understanding and investigation
- To evaluate inquiry

#### **◀For the Parents▶**

- To determine the level of student understanding and knowledge
- To monitor progress and growth
- To reflect on their role in supporting their child's growth

#### **◀For the Students▶**

- To promote reflection
- To determine the level of student understanding and knowledge
- To demonstrate learning
- To monitor progress and growth
- To promote further understanding and investigation
- To evaluate inquiry

# **PRINCIPLES:**

## **Characteristics of High Quality Assessments:**

Assessments are varied in type, and as expressed in our purpose statement, there are different purposes for assessments. We believe that regardless of the purpose of an assessment, there are particular characteristics which identify an assessment as being high quality.

- ▶ Assesses what is intended by the teacher
- ▶ Allows students multiple paths of showing their understanding
- ▶ Balance between formative and summative assessments
- ▶ Provides students with a way of meaningful goal setting, focused on the areas in which they need to grow/improve
- ▶ Provides an opportunity for students to share their learning with others
- ▶ Clear criteria that are known and understood in advance
- ▶ Allow children to synthesize and apply their learning, not merely recall facts
- ▶ Promote student reflection and self-evaluation
- ▶ Highlight children's strengths and allow them to demonstrate mastery/expertise
- ▶ Allow children to express different points of view and interpretations
- ▶ Provide feedback regarding every stage of the learning/teaching cycle
- ▶ Based on student needs, interests and learning styles (student-driven)
- ▶ Involve collaboration between students and teachers
- ▶ Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers, administrators, and board members
- ▶ Identify what is worth knowing
- ▶ Begin with the end results in mind (backward design –what students should be able to know or do by the end of a learning unit, lesson, or process), so as to allow for meaningful connections that are linked to the central idea.

## **Effective Assessments Allow Teachers to:**

- Based on assessments, create instructional plans to guide inquiry and reflect on their teaching practices
- Allow for student reflections and student input for future learning goals
- Clearly define student needs
- Provide direct instruction but also facilitate differences in learning styles & multiple intelligences through small group instruction
- Define expectations and outcomes for students and teacher lead inquiry
- Acquire quantitative and qualitative data that can be used to inform students, teachers, grade levels, school, and community
- Prepare for future inquiries and student questioning
- Organize & display a grade level portfolio which summarizes each unit of inquiry
- Guide their instruction, monitor growth and to communicate progress with students and families

## **Effective Assessments Allow Students to:**

- Be an active part of the learning process through reflection and demonstration of their understanding
- Base their learning on real life experiences
- Celebrate learner profile strengths and target growth for profile weaknesses
- Set learning goals based on their own reflections, goal setting and expectations
- Use their own learning strategies and build on their own strengths
- Expand on multiple intelligences to enhance their understanding
- Build confidence in their own work and self
- Express their points of view and understanding
- Understand what their own needs are and how to improve
- Use their prior knowledge to build on and guide the inquiry process

## **Effective Assessments Allow Parents to:**

- See evidence of growth and development, while supporting and celebrating their child's learning
- Recognize their child's academic, social and moral accomplishments
- Be an active partner in their child's academic success
- Celebrate learning, student accomplishments and target future goals
- Observe and track student progress and growth

# PRACTICES:

## Types of Assessments

### Diagnostic/Pre-Assessment

- ▶ Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do.

### Formative Assessment

- ▶ Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress.

### Summative Assessment

- ▶ Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit.

### Assessment of the Essential Elements of the PYP

- ▶ The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit. Planners are articulated and reviewed to ensure they provide students with a well-balanced learning experience throughout each year and over their career at Summit Charter Academy Lombardi.
- ▶ Knowledge: assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- ▶ Skills, concepts and attitudes: Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- ▶ Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner.

## Assessment Strategies, Structures and Tools

Diagnostic, Formative, Summative, and Self-Assessments are incorporated throughout the curriculum. Classroom assessment serves different purposes at different times. Formative assessments deliver information during the instructional process and provide information to be used to plan the next stage of learning. Summative assessments measure students' understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning. Students are active participants in creating components of assessments. There are a range of strategies for formative and summative assessments.

### Performance Assessments

- Project/Report Presentations
- Exhibition
- Oral Reports/Presentations
- Media
- Reader's Theatre
- Projects
- Problem-Solving Tasks
- Demonstrations
- Peer-Evaluation
- Academic skills
- Approaches to Learning

### Open-Ended Tasks

- Portfolio
- Project Lead the Way

### Selected Responses

- Quizzes
- Written and Oral Tests

### Observations

- Individual Behaviors
- Cooperative Group Behaviors
- Approaches to Learning Skills
- Academic Skills
- Oral Language
- IB Learner Profile Attributes & Attitudes
- Self- Reflection
- Group-Reflection
- Student Questioning
- Class Discussions

### Process-focused Assessments

- Checklists
- Narrative Observations

### Self-Assessments

- Checklists
- Reflection Journals
- Rating Scales
- Rubrics

## Tools for Assessment

- Rubrics
- Portfolios
- Exemplars
- Student Projects
- Rubrics
- Thinking Maps
- Curriculum-based Assessments
- Math/ELA Short Cycle Assessments
- Checklists
- Conferences
- Accelerated Reader
- ELPAC Test
- Written/Oral Tests
- Graphic Organizers
- STAR Math
- KWL
- Reports
- Data Teams
- Journals
- Reflection Pieces
- Early Literacy
- ST Math
- Special Education Assessments
- Anecdotal Records
- Running (Reading) Records
- District Benchmarks
- Standardized Tests
- Student Presentations
- STAR Literacy

### What We Assess:

At Summit Charter Academy Lombardi, we assess student learning through performance and progress which is integrated throughout the core subject and curriculum in the transdisciplinary units of inquiry. Teachers assess the products of inquiry and also the depth of student inquiry. Those areas which are assessed in the units of inquiry are as follows: Language arts, math, science, social studies, physical education, art, music, Spanish as a foreign language, as well as citizenship and work habits.

There is ongoing reflection on the development of the Learner Attributes by the students throughout our transdisciplinary themes. In addition, the approaches to learning are integrated throughout the curriculum. Student progress in these areas is demonstrated through behavior, performance and taking action.

### Spanish as a Foreign Language

The Spanish language program is comprised of several components: listening, speaking, reading and writing. In the primary grades the listening aspects of the language are the major focus. Anecdotal reporting based on classroom observation and completion of in-class assignments and oral activities are used to assess progress. In the upper grades, listening and speaking along with an increased emphasis on reading and writing skills are assessed. Assessment provides students with positive and effective feedback.

Assessment is an integral component of the planning, teaching and learning process in the Spanish foreign language program. There is a wide variety of assessment techniques used to evaluate the students' acquisition of Spanish.

#### **Some techniques are:**

- ◆Rubrics
- ◆Student created projects
- ◆Observation checklists
- ◆Oral or written tests or quizzes
- ◆Informal/formal oral presentations
- ◆Self and peer evaluation
- ◆Teacher notes

### Physical Education

The Physical Education program is assessed based on active participation, self-management skills, application of safety and game rules, peer interaction, skill development and application of strategies and rules of games taught and played with a goal of developing a balanced, risk taker student who exemplifies the Learner Attributes. Our PE team has integrated both the California Physical Education Standards and components of the IB programme into physical education. This includes deliberate reinforcement and instruction of the appropriate, approaches to learning skills, the IB attitudes and the Learner Attributes. Specific outcomes of the program include basic skills applications, body image, fitness, well-being, communication, teamwork, leadership, safety, personal challenge and a balanced healthy lifestyle.

### PYP Exhibition

The Primary Years Programme (PYP) exhibition represents a significant event for our sixth grade students. Students participate in a culminating project which synthesizes the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is an opportunity for students to exhibit the learner profile attributes. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The PYP Exhibition is the summative assessment of the students' learning at Summit Charter Academy Lombardi and is shared with the whole school community.

#### ***The major features of the programme that should be evidenced throughout the exhibition:***

- Attributes-** Becoming internationally minded means achieving application of the learner profile.
- Key Concepts-** The key concepts should be shown through the use of key questions that guide student inquiry.
- Approaches to Learning-** Within the search for conceptual understanding of a student's topic, it is important that the student develop appropriate skills in the construction of meaning.
- Attitudes-** Students will use the attitudes in working with others.
- Action-** All students must complete an authentic and appropriate action project.

## **Students working collaboratively will have an Exhibition presentation that could include the following:**

1. Presentation
2. Technology Component
3. Artistic Component
4. Data (Mathematics)
5. Action Plan

Assessment of each student's contribution to and understanding of the exhibition will take place through teacher observations, conferences, anecdotal records, student process journals and group and individual rubrics. Students are provided with ongoing feedback throughout the process. Students reflect on and keep evidence of learning throughout the process in a journal. Students have a final reflection on the entire process. Teachers use a rubric to evaluate the students on the process and the outcome.

After the Exhibition, assessment and reflection of the Exhibition are documented by the teachers involved with the Exhibition on Reflection forms and reviewed by the sixth grade team.

## **REPORTING AND RECORDING:**

### **Assessments of Student Performance are shared through:**

- AERIES (District's on-line scanning/scoring system)
- Cumulative Records
- Data Director
- Parent Conferences (see below)
- State Standardized Tests (see below)
- Learner Profile Progress Reports
- Weekly Communication Folders
- District Benchmarks (see below)
- IB Portfolios (see below)
- District Report Cards (see below)
- Teacher-Student-Parent Conferences
- Spanish Report Cards
- Student Work
- SeeSaw
- IB Report Card
- Illuminate

### **District Benchmarks:**

The following district benchmark assessments are administered a minimum of once per trimester:

- District Writing Test
- STAR Accelerated Reader / Math
- ELA Comprehensive Exams
- STAR Early Literacy (K-1)
- Achievement Team and CFAs
- Math (Monthly Short Cycles)
- ELA (Monthly Short Cycles)
- Math Comprehensive Exams
- Edulastic

### **District Benchmarks are used for the following purpose:**

- Data Teams: Diagnostic Purposes
- Assist in developing reading/math programs
- Monitor student progress/identify student needs
- Disaggregating, evaluating, and reporting data
- Determine ability levels
- Guide classroom planning
- Determine intervention strategies

Other diagnostic tests are used to provide for a more detailed analysis of individual difficulties. Psychological assessment is also available on an as needed basis.

### **Parent Conferences**

Parent/teacher conferences are conducted school-wide during the first progress reporting period. However additional conferences are held throughout the year for a variety of reasons. Conferences are held using a variety of formats: teacher-parent; three-way conferences with student; teacher and parent and student-led. In addition, we communicate with the parents through a variety of methods including: phone calls home, daily organizers, weekly folders, email, parent information evenings, classroom newsletters, Connect Ed (school-wide calling system), District app, Remind, Seesaw, and school and district website.

### **Report Cards**

Report cards are sent home three times a year. This document reports a student's academic progress in core curricular areas. Students also receive achievement and growth grades in art, music, PE and citizenship. Teachers document growth for the learner profile attributes and attitudes in the comment section and/or the IB PYP Student Evaluation progress report (IB report card). The foreign language grade is represented in a separate report card.

## **IB Portfolios**

**Purpose:** The portfolios are evidence of student learning with a range of experiences and curriculum areas.

**Criteria:** There will be a student generated reflection from each unit of inquiry. Portfolio entries will be open to teacher and/or student selected items. The portfolio will show growth of knowledge, transdisciplinary skills, attitudes and learner profile attributes. Student reflections will accompany each piece of student work/photo/media representation.

**When and how portfolios are used:** Continuously throughout the school year, students will reflect upon their growth as they progress through the units of inquiry. Portfolios will be used during teacher/student/parent conferences and on display at the end of the year open house event.

**Format:** The portfolio will be comprised of a digital folder on Seesaw and will follow the student throughout their years at Lombardi

**Accessibility:** The portfolios are a living document, that is readily accessible and available to students, parents, specialists, administrators and teachers. The portfolio ultimately belongs to the student and will be a record that they can access at any time until they leave Lombardi or conclude 6<sup>th</sup> grade.

**Time frame:** Student portfolios will follow the student from year to year, gathering various work samples and reflections over time.

••See Portfolio Essential Agreement

## **State Standardized Tests:**

### **English Language Proficiency Assessments for California (ELPAC)**

State law requires schools to give ELPAC to students in grades kindergarten through twelve whose mother tongue language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### **Smarter Balanced Assessment Consortium (SBAC)**

Although standardized tests have a significant impact in terms of setting policy and ranking school performance, they cannot provide an accurate assessment of student performance. These forms of testing are used in conjunction with other forms of assessment to receive an accurate picture of student progress and performance. Students at Summit Charter Academy Lombardi participate in California's SBAC examination each year. The mandatory SBAC is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The SBAC provides adaptive online exams that assess student performance on the Common Core State Standards. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Meeting or Exceeding levels. The SBAC aids in determining the level of individual proficiency required by the state.

### **Physical Fitness**

In the spring of each year, Summit Charter Academy Lombardi is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standard in all six fitness areas are considered to be physically fit or in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

## **Essential Agreements:**

It is the responsibility of all Summit Charter Academy Lombardi teachers to ensure that our Assessment Policy is put into practice. We believe our Assessment Policy is comprised of best practices and that all Lombardi teachers are responsible for supporting and encouraging all students' academic growth at our school. As a Capturing Kids' Hearts Showcase school, our Essential Agreements are frequently also referred to as Social Contracts. The documents are referred to on a consistent basis within each classroom. The Head of School, PYP Coordinator, and IB Leadership Team will review and revise the Assessment Policy annually during staff development.

## **Communication of Policy:**

Teachers will share the Assessment Policy as well as the importance of mandated standardized testing and the summative and formative assessments developed within the school with parents during Back to School Night or their first trimester conference each school year. The policy will be available on the school's website and handbook.