



# River Oaks Elementary IB PYP World School

## Assessment Policy

### Philosophy

In alignment with the International Baccalaureate Organization, the River Oaks Elementary curriculum focuses on the development of the whole child, as an inquirer, in and out of the classroom. This inquiry-based approach to instruction allows students to ask questions that, in turn, guide their own learning. **Assessing** the process of inquiry, as well as the result of inquiry, is recognized as an important objective of the program. Next, teachers **record** the detail of the inquiry initiated by the students to seek an increase in substance and depth (International, 2012). Lastly, River Oaks Elementary is responsible for **reporting** assessment outcomes to parents. **Assessment is different from grading, and ROE recognizes the purpose of assessment is not necessarily to collect a grade.**

### Assessment: How will we know what we have learned?

Essentially, there are two types of assessments in the PYP. Each has a specific function.

1. **Formative assessment** is *interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning.* Formative assessments and learning activities are directly linked; neither can function effectively or purposefully without the other (International, 2012).
2. **Summative assessment** *occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned.* It aims to give teachers and students a clear insight into students' understanding (International, 2012).

The **principal purposes** of assessing what has been learned are to:

- **determine what the student knows and understands** about the world
- **inform and differentiate** teaching and learning
- monitor student **progress** in terms of the **IB learner profile**
- provide **feedback** to teachers, students, and parents
- monitor the **effectiveness** of the program
- inform the **professional development** of teachers (International, 2012)

For assessments to be **effective**, teachers should consider whether:

- students' inquiry skills **develop over time**; students ask questions of depth
- students become aware that **real problems require solutions** that integrate several subjects
- students master skills and accumulate a **comprehensive knowledge** base
- students demonstrate **independence** and work **collaboratively** (International, 2012).

### Recording: Strategies and feedback

Teachers use a range and balance of school-based **assessment strategies and feedback techniques**. Strategies include: observations (individual, group), performance assessments (audio, video, narrative), process focused assessments (multiple observations during the process), selected responses (tests, quizzes, benchmarks), and open-ended tasks (brief response including a written answer, drawing, diagram or solution). Feedback techniques can be defined as:

1. **Rubrics**- developed by teachers and students, with an established set of criteria, identifies characteristics to look for in student work <http://jfmuller.faculty.noctrl.edu/toolbox/rubrics.htm>
2. **Exemplars**- model/sample student work such as writing samples or videos of previous presentations
3. **Checklists**- lists of information, data that should be present in the work
4. **Anecdotal records**- brief notes, should be organized
5. **Continuums**- visual representations, show progress over time

### **Portfolios: “Celebrating an Active Mind at Work”**

Portfolios provide one method of documenting student achievement and progress through the curriculum. Both students and teachers select material for inclusion in an individual portfolio, which may include:

- samples of the student’s work illustrating development over time
- information about extracurricular achievements undertaken by the student
- self-assessments and reflections carried out by the student (International, 2012).

### **Reporting: Communicating the Information**

#### **IB Requirements**

**Learner Profile**- ROE teachers send home a Learner Profile report card twice a year. Parents, students and teachers are given an opportunity to reflect on the Learner Profile attributes and learning goals.

**Student Led Conferences**- At the end of the year, students in all grade levels participate in a student-led conference. Parents visit River Oaks Elementary and students use their portfolio as a guide to share and reflect on learning.

**Exhibition**- Each year, under the guidance of their teachers and an adult mentor, ROE fifth grade students carry out an extended, collaborative inquiry project known as Exhibition. Students select a research question based on a real-world problem, investigate the problem, conduct research, explore solutions, collaborate with peers, prepare a presentation, and present their project to their peers and the community. While exhibition is not for a grade, students are assessed during the process. As a result, they are given feedback by their teachers and mentors to produce an outcome that represents the culmination of their learning in Primary Years Program.

#### **HISD Requirements**

Report cards are given to students by their teachers after the completion of each six-week grading cycle. First, one copy is sent home with the student to be signed by the parent/guardian and returned to the teacher for his/her records. Then, a second copy is sent home for the parents’ records. A third copy of the report card is kept on file in the school office.

On the report card, grades fall into the following academic subjects: Science, Social Studies, Reading, Other Language Arts, and Mathematics. The criteria for evaluating student achievement are as follows:

<b>A</b>	<b>90 - 100</b>	<b>Excellent</b>
<b>B</b>	<b>80 - 89</b>	<b>Good</b>
<b>C</b>	<b>75 - 79</b>	<b>Satisfactory</b>
<b>D</b>	<b>70 - 74</b>	<b>Passing</b>
<b>F</b>	<b>0 - 69</b>	<b>Failing</b>

Parents and students may also view progress and report cards online, in real time, through HISD Connect by PowerSchool. Parents will be given a unique code, or access ID, for each student. The code will allow the parent to access the student’s profile.

## ROE Grades / Grade Books

### Kindergarten Standards-Based Grading and Report Card

- The Standards-Based report card is used to report student progress to parents at 6-week intervals in Kindergarten. The document will reflect each student's growth over time in Language Arts/Reading, Mathematics, Science, Social Studies, Social Development, Health and Physical Development, and Fine Arts.
- The reporting scale is based on performance observation, checklists, student products, and anecdotal records, as well as formal and informal assessments.
- Criteria for evaluating student achievement in all subjects including social development (conduct) will be:
  - 1 for Discovery – first steps;
  - 2 for Exploring – showing progress;
  - 3 for Connecting – ready to apply
- Standards for the report card are aligned to the state standards.
  - Kindergarten Texas Essential Knowledge and Skills (T.E.K.S.)
- The grade book is documentation of student progress based upon sequentially recorded developmental stages of performance observations.
- Criteria for evaluating student achievement in all subjects including social development (conduct) will be:
  - 1 for Discovery – first steps;
  - 2 for Exploring – showing progress;
  - 3 for Connecting – ready to apply

### Grading Rubrics

Student progress is monitored throughout a grading cycle using grading rubrics. The rubrics are written to reflect an individual student's demonstration of understanding of a standard as reflected by the 1-Discovery, 2-Exploring, 3-Connecting developmental stages.

<b>HISD Standards Based Report Card Levels of Proficiency Kindergarten</b>	
<b>1</b>	<b>Discovery-First Steps</b> A stage in which children develop an awareness of their surroundings and exhibit a need for more instruction and interaction with objects, people, events, and concepts.
<b>2</b>	<b>Exploring-Showing Progress</b> A stage in which children develop an understanding of the components and attributes of their surroundings and exhibit a need for more practice with objects, people, events and concepts.
<b>3</b>	<b>Connecting-Ready to Apply</b> A stage in which children bring their own personal meaning to make use of their surroundings and link purposeful interaction with objects, people, events, and concepts.
	<b>Not Yet Formally Assessed</b>

### First through Fifth Grading and Report Card

First through fifth grade teachers will record grades in HISD Connect; grades will be posted for each subject weekly, and dates will be accurate.

River Oaks Elementary will have a consistent Grading Policy, which consists of the following:

- Formative Assessments 50%
- Summative Assessments 50%
- A minimum of 5 grades per Math and Reading (4 Formatives, 1 Summative).

- A minimum of 4 grades per Language Arts, Science and Social Studies (3 Formative, 1 Summative).

Subject	Minimum Formative Grades per 6 wks	Minimum Summative Grades per 6 wks
Math	4	1
Reading	4	1
Language Arts	3	1
Science	3	1
Social Studies	3	1

- Students have one week to make up assignments due to absences.

Each grade level will establish a uniform Retake Policy for students who do not demonstrate mastery under the following guidelines:

- Students who fail an assessment will be provided one opportunity to retest.
- The teacher will provide an intervention prior to the retest.
- Both grades will be recorded.

In order to provide equity, ROE teachers will adhere to the following essential agreements when grading:

- Extra credit will not be allowed.
- All grades will count; teachers will not drop the lowest grade.
- There is no minimum for a grade requirement in HISD; the exact grade the student earns will be recorded.
- If a formative or summative assessment is given and most of the students are not successful, the teacher will follow best practices and not record the grade in the gradebook for ALL students; the teacher will reteach and retest for the students who did not pass.
- Teachers may use supplemental curriculum to demonstrate and support concepts; however, grades will not be given on curriculum that hasn't been approved by HISD or ROE (i.e. worksheets, Teachers Pay Teachers materials, etc.)
- Teachers may reward students for effort with positive praise but not grades. (Students will not be rewarded for grades via incentives in the classroom.)
- Participation data may be recorded during remote instruction only.

## Remote Instruction

To ensure equity in both instructional models, students enrolled in remote instruction will follow the same grading guidelines as in-person instruction. Teachers will receive support and guidance regarding effective grading practices.

## Conduct Grades

For each grading cycle, the conduct grades will be averaged numerically. A conduct average is determined as follows:

**E = Excellent   S = Satisfactory   P = Poor   U = Unsatisfactory**

- According to the HISD School Guidelines, there are specific criteria required before regarding assigning a U in conduct. Any teacher who plans to issue a U in conduct must refer the student to the principal or assistant principal for administrative review. For each student so referred, a detailed discipline report will be prepared and signed by the assistant principal and the teacher, stating specific incidents and dates.
- If the principal or assistant principal, for disciplinary reasons, gives a conduct grade, it shall become the cycle average, regardless of what conduct marks may have been assigned by individual classroom teachers. With written documentation from the administrator, the data clerk will enter the grade.
- A conduct grade, once given, cannot be changed on the permanent record unless it has been determined by the principal that a mistake was made in the original grade.
- Under no circumstance may conduct infractions affect a student's academic grade.
- According to the school guidelines, a "P" will be given in the event a student has four unexcused absences. A "U" will automatically become the student's conduct average for six unexcused absences.

## Progress Reports

According to HISD, a Progress Notice is sent home with the students during the 4th week of each grading cycle (or more often, if needed). It is mandatory that teachers send a notice home if a student is making unsatisfactory progress. Teachers will follow up to make sure the parent/guardian received the notice – a phone call may be necessary. Teachers may also send progress notes home when students make substantial growth. Teachers should notify the principal any time a student is in danger of failing a grading cycle.

## Homework

Homework will be given to students based on the following time parameters: students in grades K-1<sup>st</sup> grade should only work on the homework for 30 minutes, second grade students - 45 minutes, 3<sup>rd</sup>-5<sup>th</sup> grade students - 60 min. This expectation is for ALL students – meaning that homework may need to be individualized to some degree. This expectation must be linked to any individual student accommodations or modifications that exist. Homework that is not turned in may influence the work habits portion of the report card; however, it may not influence classroom grades.

## HISD Tools for Formative Assessment Data

Ensuring academic progress for all students is essential to asynchronous instruction. The district has adopted tools as support systems for teachers. Renaissance, Ontrack and the HUB will be used as tools to measure academic progress. The following assessments will be used to measure student academic progress:

1. The **Renaissance Universal Screener** is used to monitor every student's progress regardless of achievement levels. Students' scores are compared to grade-level peers nationwide. Teachers and campus leaders use the screener to monitor the growth of students, both struggling and high achieving, making Universal Screener data meaningful for all students and teachers. Renaissance interventions may be administered from home to support instructional continuity. Since the 2017-18 school year, HISD has conducted three administrations of the Universal Screener math and reading assessments in grades K-12: Beginning of Year, Middle of Year, and End of Year.
2. **OnTrack** is our district assessment platform; it records all data tied to the TEKS, Lexiles, Fountas and Pinnell Guided Reading, etc. The HISD Curriculum Department provides a series of brief, curriculum-based formative assessments and longer, mandated district-level assessments (DLAs) throughout the school year. These district-level formative assessments are intended to support effective teaching and learning and complement teachers' regular program of ongoing formative assessments. The OnTrack platform supports full paper and online test administration options. OnTrack assessments may be administered in a home setting to support instructional continuity. The platform can be taken by any device that uses a Chrome browser. *OnTrack allows teachers to track TEKS over time and triangulate multiple sources of data and should be the primary tool used for formative assessments.*
3. **HUB** assessments should be given primarily for "quick checks" within a lesson. Common assessments and final exams should not be given on the HUB.

### Assessment

- It allows for open-ended "checks for understanding"; allows students to upload files of different types. Teachers can access the files and check for understanding. Example: Teacher instructs students to search the internet, find and upload a picture to the assignment tool that accurately reflects an example of a fractal pattern in nature.
- It requires a manual "check for understanding".
- It allows grades to be assigned to individuals.

### Discussion

- It provides a report for individual students on the number of threads and comments posted.
- It allows students to engage in a dialogue usually responding to a guiding question.
- It requires a manual "check for understanding".

- It does NOT allow grades to be assigned within the tool.

## Test

- It allows many different question formats.
- It allows for auto-graded “check for understanding” for non-open-ended questions.
- It allows data to be reflected for individual students only.
- It is never anonymous.
- It allows immediate feedback.

## Using Multiple Assessments During Remote Instruction

The unique circumstances of remote learning make it necessary to carefully consider priorities when assessing students. Rather than being cumulative, a multiple-assessment approach implements assessments in an incremental process. Students demonstrate their understanding frequently, and accrue points over time, rather than all at once on one test. Dividing the assessment into smaller pieces can reduce anxiety and give students more practice in taking their exams online. For instance, you might have a quiz at the end of each week that students must complete. Each subsequent quiz can (and should) build on the previous one, allowing students to build toward more complex and rigorous applications of the content. Using this approach minimizes your need to change the types of questions that you have been asking to date, which can affect student performance (e.g. if you normally ask multiple-choice questions, you can continue to do so).

- **Live “Teams” Availability:** In OnTrack, set a time window during which the assessment will be available to students.
  - **Teachers will hold a live “open office hour” session in Teams,** at some point during the testing window, so students may take the assessment while they have direct access to the teacher and can ask questions if needed. (Note: Currently, the lock down browser will not work with Teams running in the background.)

Ultimately, our guiding principles for remote teaching are flexibility, generosity and transparency. Teachers will give students as much of an opportunity to demonstrate their knowledge as possible.

- Teachers may consider allowing multiple attempts on an assessment.
- When conditions allow, teachers may consider allowing multiple means of expression.
  - Students may choose to demonstrate their knowledge from a menu of options:
    - M/C test
    - Written response
    - Performance Task/ Video or Audio presentation
    - Oral Exam (via Teams)
    - Series of Prompts
- Teachers may consider giving students’ choices. (Perhaps they can opt out of answering a question or two. Perhaps they can choose which of a series of prompts to respond.)

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