

Assessment Policy

Shaker Heights City PYP Schools

[Link to MYP assessment policy](#)

[Link to DP assessment policy](#)



Philosophy about assessment

The Learning and Teaching Department of Shaker Schools has written and adopted the following stance about assessment: *The District believes assessment is for, as and of learning. The purpose of assessment is to monitor, document, measure and report student learning through effective formative and summative assessment practices. There is a responsibility for fostering an assessment culture, developing assessment capability for all members of the learning community. Assessments take on both qualitative and quantitative methods and are intended to support differentiation and individualized learning in alignment with the IB Programme and our Equity Policy.*

The District, knowing the foundational importance of assessment and building an assessment-capable culture, is implementing a [Strategic Plan](#) whose goals include the following:

- *Provide all students with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and which prepares all graduates for post-secondary education and careers.*
 - *Inventory, document, audit and evaluate education programs and resources to assess alignment with District goals and objectives and Ohio Learning Standards within the IB framework. This includes all assessment materials and processes to ensure that the assessment practices and resources being used are the best tools at the right time.*

- *Promote educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.*
 - *Establish a timeline and a process to review curriculum and materials to ensure the representation of diverse perspectives and alignment with District goals and objectives. This will provide more unbiased and reliable assessment tools and protocols for each student.*

The district, each school, and each teacher is committed to ensuring relevant support materials, resources and processes are implemented for reliable and valid assessment.

Creating and valuing a culture of continuous learning and growth

In Shaker IB PYP Schools, we believe that assessment informs thoughtful and effective planning, learning and teaching. It is central to effectively guide children through the essential elements of IB learning: a) conceptual development, b) the acquisition of subject-specific knowledge and skills, c) the development of the Learner Profile and the application of Approaches to Learning, which all result in d) a natural desire to take action within and beyond any given unit of inquiry.

The purpose of assessment is to gather, analyze, reflect and act on multiple pieces of evidence that inform students, families and educators about the depth of student learning at various stages throughout the learning process and subsequently inform teaching.

We believe purposeful assessment includes:

<p><u>Assessment</u> for <u>learning</u></p>	<p>Teachers continually learn what students know and can do through a variety of assessment practices. They reflect on their practice, adjust teaching based on data, and offer timely, specific and well-considered feedback and feed-forward to better support learning.</p>	<p>This might include:</p> <ul style="list-style-type: none"> ● providing multiple entry points ● building a wide range of formative and summative assessment techniques that can be used to develop a personalized learning picture for each student ● diagnosing student needs ● guiding and differentiating instruction ● adjusting/revising instruction ● gaining understanding of students’ thinking and processing, monitoring, documenting, measuring and reporting learning
<p><u>Assessment</u> as <u>learning</u></p>	<p>Students learn and use lifelong tools and strategies to build their own capacity. Students become effective, self-regulated learners when they are actively engaged in assessment, co-constructing success criteria, and act on constructive feedback and feed-forward. This helps our students reflect on their progress, set goals for their learning and engages them in making decision-making about how they will achieve these and future goals.</p>	<p>This might include:</p> <ul style="list-style-type: none"> ● providing multiple ways for sharing learning ● providing ways for students to reflect on and adjust their learning ● providing opportunities for reciprocal feedback and feedforward in collaborative settings ● developing a student’s sense of self-efficacy ● exercising student agency ● building an assessment-capable culture among all members of the learning community
<p><u>Assessment</u> of <u>learning</u></p>	<p>Students and teachers gauge acquisition of knowledge, conceptual understanding and skills</p>	<p>This might include:</p> <ul style="list-style-type: none"> ● checking for mastery of skills and concepts ● monitoring, documenting, measuring and reporting learning

Everyone involved with assessment (children, teachers, parents/guardians, administrators and board

members) must have a clear understanding of the reasons for assessment, what is being assessed, criteria for success and methods by which assessments are constructed. Because growth is a collaborative effort, the assessment cycle must be transparent to students and parents/guardians. Thus, students, peers, teachers and parents will be actively engaged in assessing student progress.

Lastly, assessment is utilized internally to evaluate the depth of the curriculum and effectiveness of learning and teaching. Teachers are expected to reflect on the effectiveness of teaching, and evaluating the learning and the learning process.

Learner Profile, well-being and international-mindedness connections to assessment

The development and demonstrations of the Learner Profile are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them. To that end, ongoing and frequent opportunities are provided to engage students in the reflection and assessment of their progress, especially with regard to demonstration of Learner Profile within and connected to learning engagements. The Learner Profile is the foundation of developing assessment-capable agentic students.

The Learner Profile is connected to assessments in a variety of ways. Students consistently need to demonstrate and communicate their knowledge and thinking in ways to inform instruction. Consistent and purposeful reflection is one of the best ways to gauge and encourage personal and academic growth. It supports teachers and students in fostering an assessment culture that actively engages students in assessing, reflecting, and acting on feedback to feed forward to next steps in learning. Teachers and students are encouraged to create an atmosphere of open-mindedness and agency, so that students can choose to share their learning and thinking in self-directed ways, as desired.

Measuring what the students know and have learned

Assessment of student growth helps to inform continued development, learning and teaching. It is an essential element of the curriculum. Teachers continually assess prior knowledge, progress monitor and reflect on students' current understandings in relation to the learning targets. These assessments direct and inform teaching. Their function is to promote learning by providing consistent feedback to improve student knowledge and understanding. Teachers use formative and summative assessments.

- **Formative Assessments:** Formative assessment is used to provide direction for next steps in teaching/learning. It reflects students' current understanding in relation to learning targets. These assessments may include diagnostic testing, a range of formal and informal assessments conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment of learning targets. All pre-assessments are formative assessments, purposed to guide instruction.
- **Summative Assessments** Summative assessment is used to evaluate student learning at the end of an instructional unit. This requires students to draw upon a wide range of knowledge gained throughout the unit of study. It evaluates and informs student learning and the teaching process. It measures understanding of the central idea and lines of inquiry, and facilitates meaningful student action.

Formative and summative assessments in the Shaker PYP Programme include but are not limited to:

- developing clear and developmentally appropriate student criteria for success (rubrics/checklists etc.)
- engaging students in reflections on their learning (oral and written)
- documenting the learning process both group and individual (anchor charts, class essential agreements, word walls, inquiry engagements, formative assessments posted, group projects and self assessments)
- using of a variety of learning styles, multiple intelligences, abilities to express understanding and student choice (choice menus, various presentation products, graphic organizers)
- expressing of individual points of view and interpretations (circle of viewpoints, SOLE, Morning Meeting and Closing Meeting, individual and group discourse)
- utilizing homework appropriately
 - We believe the purpose of homework is to consolidate learning that has occurred in class. It should be developmentally appropriate and based on student needs. Homework expectations increase in time allocation and complexity according to grade level. Homework should assist students in clarifying their thinking and deepening their understanding. As with all evidence, teachers will use this to inform instruction. Because the role of play and free time is crucial in a child's growth and development, teachers work to balance homework, especially in the early years.

Recording and documenting learning

Assessment strategies and tools align and construct the foundation of a comprehensive approach to assessment and reflect how we know what we have learned. Strategies are approaches Shaker Primary Years Programme teachers use during the process of collecting information about student's knowledge and understanding.

Shaker teachers use a wide range of assessment tools to record data related to student knowledge and understanding, which include, but are not limited to the following:

- **Strategies:** Observation, Open-ended tasks, Selected responses, and Performance tasks through which students demonstrate their range of knowledge, skills, understandings and attitudes.
- **Tools:** Rubrics, Exemplars, Checklists, Anecdotal notes/records, Continuums and Anchor Charts

When planning for assessments, teachers follow a backwards design model. Students demonstrate and continue to build their understanding throughout the assessment process. Assessments occur across subject areas. Teachers are expected to keep detailed records of assessments (results of tests, conference notes, performance tasks, report cards, individual learning plans, formative and summative tasks) to: monitor and measure student progress, make instructional moves to further student progress, and communicate growth and needs to others including relevant faculty, staff, parents/guardians.

Assessment data is documented by teachers individually and collaboratively through a variety of collaborative structures including, but not limited to the following collaborative teams:

- CPT (Collaborative Planning Teams)- Building-based grade level teams meet weekly to plan, reflect and revise curriculum based on student data.
- The Ohio Improvement Process (OIP) is a collaborative framework used to facilitate the

inclusion of multiple perspectives through communication, decision-making, and continuous improvement across levels of the system (district, central office, school, grade levels, content areas, classrooms). They involve:

- TBT (Teacher Based Teams)- The purpose of TBTs is to work continuously to strengthen teaching and learning for all students through collaborative planning based on the collective interpretation of formative assessment data.
- DLT (District Leadership Team)- A District Leadership Team's purpose is to support instruction through data-minded goal setting, goal-centered professional learning and clear timely monitoring of progress. Goals have multiple components designed to make expectations explicit and provide a common focus for the district.
- BLT (Building Leadership Team)- The purpose of a BLT as defined in the [Ohio Leadership Advisory Council's \(OLAC\) Leadership Development Framework](#) (page 27) is, "supporting improvement in instructional practice on a school-wide basis... establishing priorities for instruction and achievement... supporting the effective and ongoing use of data to monitor adult follow-through and student progress." This team may be used to facilitate the school improvement process.
- BDT (Building Data Team)- The purpose of the Building Data Team is to facilitate the the school improvement process "in order to support the improvement in instructional practice on a school-wide basis... establishing priorities for instruction and achievement... supporting the effective and ongoing use of data to monitor adult follow-through and student progress." This team provides data to the BLT to analyze and provide coherence across the grades in our instructional practice.
- Self-study done by all stakeholders - The purpose of self-study is to conduct evaluation every five years to reflect on the IB standards and practices, including the way assessment is approached in the school.

Reporting Assessment Data

Reporting on learning to the community communicates how well we are doing. It describes a student's progress, identifies areas of improvement and leads to the use of effective teaching practices. Because it is the most public aspect of assessment, we must carefully consider how to provide clear information that is useful to students and parents/guardians. We believe that reporting should be open, transparent and understood by all stakeholders. In Shaker, we use a variety of formats for reporting including, but not limited to the following:

- Informal methods like phone calls and emails
- Work samples returned to students/parents/guardians
- Conferences
 - **Teacher-Student** These conferences are designed to give students feedback so they can reflect on their work and further improve and develop their skills. Conferring/Conferencing is used to drive instruction, keep track of student growth, and provide students feedback on their understanding of the Ohio Learning Standards. Shaker PYP teachers may confer with individual students to provide an opportunity to collaboratively target individual student skills. Teachers may use a workshop or congress model where teacher/student or peer to peer feedback are used. Teachers may use a shared modeling experience with the whole group, small group and check in times throughout the day.
 - **Peer-Peer** These are designed to give students opportunities to provide and receive

feedback to improve their work based on success criteria and/or learning goals. Students participate in peer-to-peer conferring in multiple contexts across the curriculum. These conferences actively engage students in their own assessment and lead students to move from being self-assessors to self-monitoring and self-adjusting. Students learn to adjust behavior and plan and implement improvements in their learning. Peer-to-peer conferences are opportunities for students to reflect on their progress and set goals for future learning.

- **Teacher-Parent/Guardian- Student** These are designed to give students, parents/guardians and families information concerning student progress, development, needs and strengths. Teachers take this opportunity to gather background information, answer student and parent/guardian questions, address concerns and support the parent/guardian's role in the learning process. These meetings happen during progress report conferences and throughout the year.
- Progress reports and test scores
 - All teachers record student progress in ProgressBook for 2021-22; in 2022-23 that will be through PowerSchool. Progress reports are shared three times a year with families. These are provided electronically to all families. Comments address student strengths and goals and a description of units of inquiry is part of progress reports. This information, along with MAP (NWEA) data is shared with parents. Parents/guardians are required to come to fall parent-teacher conferences to discuss student progress. In the event that a student or parent/guardian expresses a concern regarding an assessment, the relevant personnel communicate and come to a mutual understanding to address the issue.
- Use of portfolios
 - The purpose of portfolios is to empower student agency by comprehensively showcasing successes, growth, knowledge, deeper learning, creativity and reflection. Progression of learning through the years and the five essential elements are both evident and transcend subject areas. The process of building portfolios will grow assessment-capability in students and teachers through monitoring, documenting, measuring and reporting learning in a feedback to feedforward cycle. Portfolios function as our method of collecting, storing and communicating information, which is used to document student progress and achievement. [Seesaw](#) is our digital portfolio platform; these are [the protocols associated with Seesaw portfolios](#). The IB PYP Portfolios record student's involvement in learning and reflect student's growth over time. Teachers and/or students select work to be included in portfolios. That work can be reflected upon by teachers, students, and/or parents/guardians.
- Exhibition
 - In grade 4, the final year of the PYP Programme in Shaker PYP schools, students participate in the Exhibition, the capstone project of the PYP. This project requires that every student exhibit comprehension of the essential elements of the PYP and share that knowledge with the school community. This inquiry-based project is both an individual and a shared responsibility. While it is no longer formally a summative assessment for the PYP, it is a unique opportunity for students to reflect on their achievements as a PYP student. Students, mentors and teachers complete an [Exhibition rubric](#) to reflect on the process and product of the Exhibition.

Decision-making and curriculum development informed by policy

As previously stated, assessment is used to inform teaching and learning. This policy assures fair, valid, reliable and accessible assessment protocols through an IB education to the broadest range of students in all grades of our five PYP schools, no matter the learner variability. Thus, the success of all students in our PYP is instrumental to decision-making and curriculum development as it relates to our assessment culture, tools and processes. This policy necessitates how funds, resources and personnel are distributed at the highest levels of the district. Likewise, best-practice assessment demands decision-making and curriculum choices at the micro-level with every student. These choices include, but are not limited to: resource purchases, staffing decisions, scope and sequence documents, planner design and differentiation, differentiated assessment practices, differentiated assessment tools, supports for learning through inclusion and ELL instruction, as needed, access to and learning with appropriate resources and technology tools, and an understanding of and adherence to all IB policies, so that every child can and will succeed in the PYP.

Rights and responsibilities associated with this policy

The District must and will comply with local, state and national regulations regarding assessment. The District must and will communicate with parents, reporting assessments and student data at regular intervals and in a transparent way. The District must and will implement and evaluate this policy adhering to IB philosophy related to assessment.

Local, state and federal requirements

The District must comply with local, state and federal laws and requirements. At the current time, these include the following.

MAP (Measures of Academic Progress)	Administered three times a year in grades K-4, and, when needed, a fourth time to targeted third graders
Ohio Cambium Assessment	<ul style="list-style-type: none">○ Reading administered to grade 3 in the fall and the spring○ Math administered to grades 3 and 4 in the spring○ Reading administered to grade 4 in the spring
Ohio Third Grade Reading Guarantee	Determined by performance on 3rd grade AIR tests, MAP, and/or alternative assessments deemed acceptable by the State of Ohio
High Quality Student Data	Defined by Ohio Department of Education for teacher assessment purposes
Assessments used to determine identification as gifted	<ul style="list-style-type: none">○ Including screeners in grade 2 for academic achievement (MAP) as well as creativity and superior cognition (Naglieri NNAT) and Torrance test of Creativity○ Possible rescreeners as identified by District's gifted identification plan

	<p>and in accordance with Ohio Department of Education list of reliable assessments</p> <ul style="list-style-type: none"> ○ IOWA Scales of Acceleration for subject or grade-level acceleration
ELL (English Language Learners) assessment and identification	<ul style="list-style-type: none"> ● Ohio English Language Proficiency Assessment K-12 (OELPA) Annually in spring to all students in ELL program ● Ohio English Language Proficiency Screener K-12 (OELPS) Administered to all new potential ELL students based on Home Language Usage Survey (HULS). If parent/guardian indicates on the HULS that another language is spoken in the home, the screener is administered ● Language Assessment System Pre-K (Pre-LAS) Administered at beginning of the year to all new potential ELL students and throughout the year when new potential ELL students enroll
Physical Education State Evaluation	Administered to all second graders to ensure that all students are meeting the Academic Physical Education content indicators, benchmarks, standards, and outcomes prescribed by the State of Ohio
Assessments needed for RTI and IAT processes	School psychologists are able and required to administer a wide variety of assessments. Some examples of assessments school psychologists are able to administer are: direct norm-referenced cognitive/general intelligence and academic achievement assessments; social-emotional checklists; adaptive skill assessments.
ELA (Early Learning Assessment)	The ELA is a tool designed by the State of Ohio Department of Education. It assesses the child in the areas of Social Foundations, Language and Literacy, Mathematics, Physical Well-Being, and Motor Development. The ELA is aligned to the Early Learning and Developmental Standards. The assessment includes classroom observations and minimal 1-1 testing. At this time, we administer this assessment in the Fall and in the Spring to all children in the program . These scores are reported to the State.

Relevant support materials and resources needed to implement this policy

It is crucial that the district ensures relevant support materials, resources and processes to provide fair and valid assessment:

- The most important **Written Resources** for the Assessment Policy include but are not limited to:
 - [From Principles to Practice: Learning and Teaching](#)
 - [From Principles to Practice: The Learner](#)
 - [From Principles to Practice: The Learning Community](#)
 - [IB Standards and Practices](#)
 - [Guide to Programme Evaluation](#)
 - [IB section on website](#)
 - [PYP section on website](#)

- IB Online materials as accessed through [My IB](#) and Programme Resource Center
 - All training documents/virtual resources attained in IB training
 - [Shaker Heights City Schools Student Handbook](#)
 - [School Board policies](#)
 - Assessments through common programs: Bridges Math and Being a Writer (if a school has adopted Being a Writer)
 - District determined common assessments
 - Differentiated assessment materials to provide multiple ways to share thinking and knowledge
 - [IDEA](#)
 - [RTI](#), [Referral process documents](#), and [supporting documents for Special Education](#)
- Shaker Heights City School District is committed to the success of all students, thus has dedicated personnel to guarantee accessible, fair and informative assessments. These **Human Resources** include but are not limited to:
 - Classroom teachers
 - Consultants from various assessment resources
 - Curriculum and Instruction Technology Specialist
 - Director of IT
 - Director of Pupil Services
 - Interventional specialists
 - IB Coordinators
 - Instructional coaches
 - Literacy Specialists
 - ELL teachers
 - Positive Behavior Coordinator
 - Paraprofessionals
 - Social Workers
 - Principals
 - Primary director of Learning and Teaching
 - Chief Academic Officer
 - Superintendent
 - FACE coordinator
 - Those human resources are further supported by **Community Resources** which include, but are not limited to: consultations with other districts (re: assessment), consultants connected to assessment tools (Dreambox, Waterford, for example) and the Local Education Service Center.
 - **Non-human resources** which include, but are not limited to:
 - Purchased or created assessment tools
 - Adaptive tools for those students who may need them
 - Budgeted amounts in the District's Financial Plan.
 - **Physical spaces** for assessment, which include, but are not limited to:
 - Classrooms with ample space for each student to work and think independently and collaboratively: Physical space within each classroom where teacher can monitor and provide feedback and feedforward, while students engage in learning, including electronic devices
 - **Virtual spaces** which include, but are not limited to:

- Online assessment resources
- Google Suite for Education

Structures in place to ensure policy is implemented

The District complies with Ohio laws ensuring fair and relevant assessment of its students. Additionally, by budgeting, planning for and providing the above listed resources, the District continues to make a generous and consistent commitment to assessment's impact in the IB PYP. District leaders, building administrators, coaches, coordinators and teaching staff are responsible for the review, adoption and implementation of the assessment policy.

Professional learning to support good practice

Professional learning is essential for educator growth and to implement best practices. It is also essential to ground philosophy and anchor instructional paradigms. The Learning and Teaching department will explore, participate in and provide professional learning as it relates to the implementation of this and all other policies. The Director of Curriculum and Instruction will help monitor and implement a professional learning plan that best serves this District to ensure that all relevant personnel have concurrent understanding of the instructional implications of the most current research and understanding.

Relationship between this and other policies

Specifically, the assessment policy links to the access, inclusion, and language policies so that assessments ensure every child is learning and growing. The [Access Policy](#) ensures that all Shaker residents will have access to the PYP in our elementary schools; the [Inclusion Policy](#) outlines and ensures how instructional and assessment modifications are guaranteed by law for students who need modifications; the [Language Policy](#) outlines and ensures that learning resources and assessments will be wide-ranging, modified as needed and appropriate for all learners, including ELL students. The [Academic Integrity Policy](#) provides guidance when students may fail to comply with stated academic and assessment expectations.

Review and revision cycle

The District will monitor and evaluate the impact of the Assessment Policy to ensure that it regularly informs learning and teaching. The Assessment Policy will be continually cross-referenced with other working documents such as our state standards, IB standards and practices, other policies and relevant documents.

Documentation and storage of this policy will be the responsibility of the IB district coordinator and PYP liaison. Policies will be shared, and revised, as necessary, with District and Building Leadership Teams, then located on the district IB website for community access. Bi-annually, district coordinators will capture and use compliance data about this (and all other) policies through surveys to key stakeholders. Bi-annually, and during self-study years, coordinators will review, revise and readopt policy documents.

Communication plan

Policies will be shared and revised by District and Building Leadership Teams and then communicated on IB website and individual school websites.