

# Albert Einstein Academy Charter Elementary School



## Assessment Policy

***Teaching our children today to advance our shared humanity tomorrow.***

This document is the school-wide assessment policy for all members of the learning community.

### ***Philosophy of Assessment:***

It is the belief at Albert Einstein Academies (AEA) that assessments must support and encourage effective teaching and learning. It is through this lens that AEA developed this assessment policy that serves to reflect our focus and firm commitment to academic success for **all** students. It is our goal to provide a high quality education that prepares our students for advanced study in middle school, high school, college, and university. Our assessments are designed to help guide the learning community to act, evaluate, and reflect upon our own successes toward achieving this goal.

### ***Purpose of Assessment:***

*At Albert Einstein Academies our assessments:*

- Focus on the whole child
- Address critical and higher-order thinking skills
- Encourage student improvement and achievement
- Promote and further self-initiated student inquiry and learning
- Reflect and re-evaluate teaching practices
- Inform curriculum review
- Differentiate instruction
- Be authentic, researched-based and meaningful
- Be a collaborative process allowing opportunity for teacher, peer, and self-reflection
- Communicate to all stakeholders in a positive and supportive manner
- Provide families with clear, timely feedback of student progress

### ***Role of the Student:***

- Understand the skills and criteria for assessment
- Understand areas in need of growth
- Take responsibility for personal goal-setting
- Co-construct assessments and criteria
- Use self-assessment and reflection to improve performance
- Reflect on assessments

### ***Role of the Teacher:***

- Abide by school wide assessment policy
- Use assessments to differentiate instruction according to student needs
- Clearly define deadlines, assessment criteria, and give students clear and timely feedback
- Self-assess, reflect, and improve upon assessments
- Use a variety of assessment strategies and tools that promote student agency
- Actively engage students in the assessment process
- Inform the learning community of assessments and their results

### ***Role of the Family:***

- Be knowledgeable of school policies on assessment and deadlines
- Maintain open communication with teachers regarding assessments
- Attend and participate in conferences
- Support students in reaching academic and personal goals
- Encourage student reflection of academic performance, IB Learner Profile, and Approaches to Learning

### **Areas of Assessment**

#### **1. Units of Inquiry**

**Purpose:** Units of inquiry assessments include both formative and summative assessments and are designed to determine student understanding of the transdisciplinary theme, central idea and lines of inquiry that are within the framework of the International Baccalaureate Primary Years Programme (IBPYP). These assessments are incorporated into each unit planner and created according to the backward design method of planning where developmentally appropriate assessments are established prior to the lessons and activities. The purpose and means of all assessment are transparent and clearly explained to students.

#### **2. Pre- Assessment:**

**Purpose:** Pre-Assessments are designed to determine a student's prior knowledge in order to plan for the next stage of learning within the context of the lines of inquiry.

#### **Tools and Strategies (including but not limited to):**

- Pre-test
- Classroom Discussion
- Brainstorms
- Provocations
- Initial Self Reflection
- Student Inquiries
- Classroom Environment Clues

#### **3. Formative Assessments**

**Purpose:** Formative assessments monitor student understanding throughout instruction to allow for adjustments needed in the process of teaching and learning. These assessments are informative and reflective for both teacher and student and help both determine the next steps needed to understand the lines of inquiry that will ultimately allow for success in the summative tasks.

**Tools and Strategies (including but not limited to):**

- Anecdotal notes
- Observations
- Checklist
- Open-ended Tasks
- Performance Tasks
- Tests/Quizzes
- Student Interviews
- Classroom Discussions
- Writing Samples
- Self-Reflection
- Rubrics
- Running Records
- Interviews

**4. Summative Assessments**

**Purpose:** Summative Assessments are designed to measure student understanding of the knowledge, concepts, and skills acquired within a unit of inquiry. Students complete summative tasks after completing a unit of inquiry to show understanding. Summative tasks may have a designed rubric, checklist, or clear grading continuum.

**Tools and Strategies (including but not limited to):**

- Performance Assessment
- Problem-based Learning Projects
- Student-selected Learning Projects
- Student Initiated Action
- Tests
- Reports
- Presentations
- Student Reflection - including any of the following:
  - General reflection on the unit outlining new understandings
  - A written response to a specific piece of work from the unit
  - The completion of the KWL chart
  - Connection of new understanding to attributes of the Learner Profile
  - Teacher or peer interview
  - Family at home reflections
  - Evaluation of self on rubric

**5. Teacher Assessment/Reflection of Units of Inquiry**

**Purpose:** Upon completion of each unit, each grade-level teaching team will reflect upon the overall effectiveness of the unit and planner. Teams take this opportunity to assess student learning experiences and outcomes and make any revisions to the planners they deem necessary. This includes all assessment pieces as well as opportunities for learning. All revisions and updated planners are kept online and are made accessible to teachers to reflect the growth and development of each unit. Teachers review planners again prior to reteaching in subsequent years. In addition, current planners are available to staff, and components of planners are available online for parents.

**6. Learner Profile**

**Purpose:** The Learner Profile is a keystone in the development of creating internationally-minded students. It is imperative to regularly assess how effectively students are able to understand and exhibit these attributes in order for the adults in the

learning community to reflect upon how effectively these attributes are being promoted.

**Tools and Strategies (including but not limited to):**

- Classroom Discussions/Community Circle
- Checklist
- Rubric
- Continuums
- Student Self Reflections

**7. School-Wide Academic Assessments**

**Purpose:** Each year, students are given a variety of school-wide assessments to determine reading, writing, and math proficiency level in both English and German languages. These are used to direct teacher instruction and track student progress over time.

**Kindergarten**

Assessment	Subject	Language	Time Frame
Results: California Reading and Literacy Project (CRLP) Basic Phonics Skills Test(BPST) and Oral Blending	Reading	English	Sept/Nov/Jan/May
Sight Words Inventory	Reading	English	On-going
Rhyming	Reading	English	Jan/May
Running Record	Reading	English	As needed
Alphabet Sounds	Reading	German	Jan/Mar/June
Initial, Middle, Final Sounds	Reading	German	Mar/June
Syllable Benchmark	Reading	German	March/June
Vocabulary Benchmark	Language	German	January/June
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Oct/Jan/March/June
Go Math Chapter Tests	Mathematics	English/German	On-going
Counting	Mathematics	English/German	March

**Grade 1**

Assessment	Subject	Language	Time Frame
Results: (CRLP) BPST	Reading	English	Sept./Jan./May
Running Record	Reading	English/German	As needed, June
SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words	Reading	English	On-going, June
German Phonics Benchmark	Reading	German	Fall/Winter/Spring
German Running Record	Reading	German	Jan/June
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
German Conventions	Writing	German	Sept/Jan/June
Math Skills Assessment	Math	English/German	September
Math Facts (addition & subtraction)	Mathematics	English/German	Weekly
Go Math Chapter	Mathematics	English/German	On-going

Tests			
-------	--	--	--

## Grade 2

Assessment	Subject	Language	Time Frame
Results : BPST	Reading	English	Sept/Jan/June
Sight Word Inventory	Reading	English	Sept/Jan/June
Running Record	Reading	English	Sept/Jan/June
Comprehension	Reading	English	6x per year
German Language Benchmark	Reading	German	Fall/Winter*/Spring * at risk students only
Comprehension	Reading	German	Weekly
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
Spelling	Writing	German	Sept/Jan/June
Spelling/Dictation	Writing	English/German	Weekly
Go Math Chapter Tests	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Winter/Spring

## Grade 3

Assessment	Subject	Language	Time Frame
Results: BPST	Reading	English	On-going
Running Record	Reading	English	Sept/Feb/May (based on need)
SIPPS	Reading	English	on-going
German Language Benchmark	Reading	German	Fall/Winter/Spring
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
SIPPS Spelling/IWT	Writing	English	On-going
Spelling/Dictation	Writing	German	Weekly
Go Math Chapter Tests	Mathematics	English/German	On-going
Math Facts	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Winter/Spring

## Grade 4

Assessment	Subject	Language	Time Frame
Reading Comprehension	Reading	English	Fall/Winter/Spring
Results : BPST, Sight Word Inventory,	Reading	English	As needed
Running Record	Reading	English	As needed
MAZE, RAZ, Readworks	Reading	English	On-going
German Language Benchmark	Reading	German	Fall/Winter/Spring
Antolin Comprehension	Reading	German	On-going
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
Go Math Chapter Tests	Mathematics	English/German	On-going
Math Facts	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Winter/Spring

## Grade 5

Assessment	Subject	Language	Time Frame
Reading Comprehension	Reading	English	Fall/Winter/Spring
Results : BPST, Sight Word Inventory	Reading	English	As needed
Running Record	Reading	English	As needed
Reading Response	Reading	English	Weekly
German Language Diploma A1 (DSD-A1) (FLP) Exam	Listening, Reading, Writing	German	Spring (Exam)
Antolin Comprehension	Reading	German	Ongoing
Writing Benchmark (DSD-A2 Prep for immersion)	Writing	German	Fall/Winter
Reading Benchmark (DSD-A2 Prep for immersion)	Reading	German	Fall/Winter
Listening Comp. Benchmark (DSD-A2 Prep for immersion)	Listening Comp.	German	Fall/Winter
German Language Diploma A2 (DSD-A2) (immersion classes) Exam	Listening, Reading, Writing, Oral Production	German	Spring (Exam)
Writing Benchmark	Writing	English	Fall/Winter/Spring
Go Math Chapter Tests	Mathematics	English/German	Ongoing
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Spring

## 8. State-Wide Assessments

**Purpose:** Each year, students are given a variety of state-mandated assessments. These tests include the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and the *FITNESSGRAM*®.

- California Assessment of Student Performance and Progress (CAASPP) are computer adaptive assessments that are designed to measure understanding of the English Language Arts and Mathematics Common Core State Standards in grades 3-5. These are also referred to as the Smarter Balanced Assessment Consortium (SBAC).
- The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. California state law requires that the ELPAC be given each year to English Language Learners. The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.
- California Science Test (CAST) is an online assessment aligned with the California Next Generation Science Standards (NGSS) to will be administered to all students enrolled in grades five and eight and once in high school.
- The State Board of Education (SBE) designated the *FITNESSGRAM*® as the Physical Fitness Test (PFT) for students in California public schools. The *FITNESSGRAM*® is a

comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the *FITNESSGRAM*® is to assist students in establishing lifetime habits of regular physical activity.

<b>Grade Level</b>	<b>State Assessment</b>	<b>Time</b>
Kindergarten	ELPAC	Fall or Spring
Grade 1	ELPAC	Fall or Spring
Grade 2	ELPAC	Fall or Spring
Grade 3	CAASPP English Language Arts CAASPP Mathematics ELPAC	Spring Spring Fall or Spring
Grade 4	CAASPP English Language Arts CAASPP Mathematics ELPAC	Spring Spring Fall or Spring
Grade 5	CAASPP English Language Arts CAASPP Mathematics CAST ELPAC FITNESSGRAM	Spring Spring Spring Fall or Spring Winter

### **Monitoring and Reporting of Assessment**

#### **1. Report Cards**

**Purpose:** Report cards are designed to disseminate information to families about student performance in academic, social, and self-management skills. They include both numerical data as well as comments from both the English and German teachers.

Our report cards at Albert Einstein are:

- Standards based
- Developmentally appropriate
- Given 2 times annually at the end of the semesters (January and June)
- Based upon proficiency levels (4 =Standard Exceed, 3 =Standard Met, 2 =Standard Nearly Met, 1 =Standard Not Met)
- Representative of both English and German proficiency
- Reflective of the IB units of inquiry
- Reflective of the IB Learner Profile
- Annually stored in the students cumulative folders and online when available
- Confidential
- Includes Specials

#### **2. Academic Progress Data and Monitoring**

**Purpose:** The purpose of monitoring assessment data is to give teachers and parents updated, year to year documentation of student progress. This assessment data is used to direct teacher instruction and track student progress over time.

- Classroom core subjects are assessed and managed by teachers in the relevant language(s) of instruction.
- Progress Reports are given to parents during parent conferences (see below).
- Reading assessments (K-2) and Writing Assessments (K-5) are passed to teachers annually for vertical monitoring.

- All at-risk student assessment data, SST folders, and IEP documents are updated and passed to teachers annually K-5.
- CAASPP data is given annually to parents and is housed in student curriculum folders.
- Progress in core subject areas is gathered and documented school-wide through end-of-semester report cards.

### **3. Student Portfolio**

**Purpose:** The purpose of a student portfolio is to help students reflect upon their own learning as well as show growth and development through their years at AEA.

The Essential Agreements around student portfolios are as follows:

- Student portfolios will travel with students from K-5 or as long as the student is enrolled.
- Portfolios will be given to students after 5<sup>th</sup> grade.
- Portfolios will include *at least* two pieces of work annually, one German and one English in order to represent both languages.
- Grade-level teaching teams will decide on specific pieces, selection process, storage, and accessibility of portfolios based upon the developmental ages of their students.
- Students must be able to speak to the pieces in their portfolios.
- When developmentally appropriate, students will write a reflection on the pieces selected for the portfolio.

### **Conferences**

#### **1. Parent-Teacher Conferences:**

**Purpose:** The purpose of the parent/teacher conference is to inform parents about student progress based upon the school-wide assessments and classroom performance. This includes informing parents of strengths, areas of concern, as well as strategies for support when needed. The conferences allow teachers and parents to establish collaborative relationships and learn from each other while discussing goals.

- One week per year (fall) school has scheduled minimum days for students in order to accommodate for Parent-Teacher conferences.
- All parents are expected to attend the fall Parent-Teacher conferences.
- Grade level progress report sheets are developed and given to parents at the conferences.
- Conferences are deliberately scheduled before report card distribution in order to facilitate conversation around the academic and social development and not around specific grades.

#### **2. Student Led Conferences:**

**Purpose:** Student led conferences allow students to directly report to parents about their own learning progress. This allows students to be reflective learners who take responsibility for the roles they take in their own education.

Student led conferences are:

- At least three days (spring) school has scheduled minimum days for students in order to accommodate for Student-Led conferences in the afternoons.
- Focused on academic and social growth
- Student centered
- Evidence based
- Teacher supported
- Designed to establish student understanding and creation of personal goals.

#### **3. Teacher-Student Conferences:**



**Purpose:** Teacher-Student Conferences allow teachers to give formative feedback to students in a variety of subject matters as means to discuss strengths and weaknesses. Teachers are able to discuss specific learning targets and set goals in collaboration with the student.

Teacher-Student Conferences may include but are not limited to the following areas:

- Writing and the Writing Process
- Reading and Literature Circles
- Math Problem Solving
- IBPYP Summative Assessments
- NWEA Measures of Academic Progress (MAP)