

Assessment

Billingsville/Cotswold Elementary School Assessment Policy

"How will we know what we have learned?"

Philosophy

At Billingsville/Cotswold Elementary School, we believe that assessment should occur daily, be both informal and formal, include a variety of tools, and drive instruction. Assessment should include self-reflection by students, as well as, teachers and parents. Assessment should be differentiated according to student needs, using a variety of styles. According to our school's mission statement, we hold high expectations for students' learning and use a variety of assessment tools and strategies to measure quality work.

Why do we assess?

- To measure students knowledge and growth
- To drive instruction
- To reflect on learning
- To set goals and plan for future student growth
- To evaluate the effectiveness of the learning program
- To determine eligibility for Exceptional Children's Services and Talent Development program

What do we assess?

The following areas are assessed in formal and informal ways:

- Learner Profiles
- IB Attitudes
- Trans-disciplinary Skills
- North Carolina Standard Course of Study
- North Carolina Essential Standards for Social Studies and Science
- Foreign language and Special Areas
- Aptitude/ability

When do we assess?

- Continuously through formative assessments
- Daily
- Prior to instruction
- End of unit of inquiry through summative assessments
- Mid-year
- Quarterly

- End of year
- Following the timetable of mandated state, district, and/or local testing
- In the final year of the IB PYP, 5th grade, through the IB PYP Exhibition

Who is responsible for assessment and how?

- IB PYP Teachers – using a variety of assessment tools and strategies
- Students – reflections, rubrics, and checklists
- Peers – reflections, rubrics, and checklists
- Parents – report card reflections and observations
- School Psychological Services – standardized tests and observations

Who is assessment for and why?

- Students – goal setting
- Teachers – drive instruction
- Parents – understand and support their child's growth and learning
- EC Staff – eligibility for specialized instruction
- Charlotte-Mecklenburg School District – measures school's progress and success towards district goals and school improvement

How do we assess?

Teachers use a variety of assessment strategies and tools to record student progress:

Strategies

- Oral presentations
- Collaborative group work
- Pre-assessment/post-assessment (formal/written tests)
- Open ended questions/tasks
- State and nationally-normed standardized tests
- Teacher observations
- Portfolios

Tools

- Self-reflections and peer review
- Rubrics
- Anecdotal records
- Checklists

How will assessment information be reported to students and parents?

The following tools and reports will be used to communicate assessment data:

- Quarterly report cards
- Mid-quarter reports
- Daily Agendas
- Conferences – student led conferences and parent/teacher conferences
- Scheduled standardized assessment reports (as determined by Charlotte Mecklenburg Schools (CMS))
- Personalized Education Plans (PEP)
- Progress Report for Exceptional Children
- Individualized Education Program reports (IEP)
- Individualized Psychoeducational reports
- Individualized Speech-Language reports

- Student Portfolios
- IB Report Cards – introduce report cards and IB Learner Profiles to parents at October conferences and to be completed by students and teachers twice per year and included with 2nd and 4th Quarter report card

How will Portfolios be used?

The portfolio is used to provide evidence to parents, teachers, and students of quality work. Portfolios will be cumulative and showcase work from grades K-5. Portfolios will be passed on to the next teacher and given to students upon completion of their 5th grade year.

Portfolios will include:

- One student and one teacher selected piece per unit of inquiry
- Dated student reflections attached to each piece

What requirements are mandatory by the school district?

All staff will be required to administer the following assessments:

- End of Grade Tests: grades 3-5 in reading and math, grade 4 in writing, grade 5 in science
- DIBELS – grades K-3
- IPT – for ESL students
- COGAT – 2nd graders gifted education screening
- Formal writing assessments – grades K-5
- Mid-year local formative assessment – grades 3-5
- Local assessments in reading and math – grades K-2
- Exceptional Children’s Evaluations – when a disability is suspected

When will the assessment policy be reviewed?

At the beginning of each school year, the assessment policy will be reviewed by staff and the School Leadership Team and revised as needed.

Last reviewed: September 29, 2023