Pinkerton Elementary
Assessment Policy

Assessment Philosophy:

At Pinkerton Elementary, we believe the purpose of assessment is to provide the foundation for designing educational opportunities that measure growth and promote learner success. Assessment should be used to guide instruction, help support and differentiate student learning, and communicate areas of strengths and opportunities for growth to learners and parents. Assessments allow educators to better understand their learners' needs and facilitate students' own understanding of their growth and progress. We believe assessment should be on-going, spiraling and assist in advancing a learner forward on their individual learning continuum.

Types of Assessment:

We use multiple assessments to accommodate the different learning styles of learners, as well as to meet district and state guidelines. By utilizing a variety of assessment tools, we deliver a balanced approach of assessment *for learning* to drive instruction and assessment *of learning* for evaluating student growth. Our assessment plan includes pre-assessments, formative and summative assessments, and learner self-assessment/reflections.

Pre-assessment - the process of gathering data on learners' prior knowledge and current level of understanding. This data is used to inform instructional decisions in designing learning experiences to meet learners at their appropriate level.

Formative assessment - a range of informal strategies used to analyze the learning process and growth of learners. Informal assessment is on-going and flexible and is used to inform learners and educators of their progress in a timely manner. This type of assessment allows for adjustments to instruction to occur based on the learners' needs.

Summative assessment - takes place at the end of instruction and learning processes and provides learners an opportunity to demonstrate their understanding of content. Summative assessments help to evaluate the effectiveness of classroom instruction, alignment of curriculum and to measure strengths and weaknesses in our program.

Self-Assessment and Reflection - opportunities for learners to self-assess and reflect on their learning. Educators empower learners to self-regulate by modeling and teaching them to reflect and take responsibility towards their own progression of learning.

Reporting Progress:

At Pinkerton we have a variety of ways that we communicate learner progress. These may include, but are not limited to:

- Conferencing: Student-Teacher; Teacher-Parent; Student-Led
- Progress reports, as needed
- Standards Based Report Cards (K-3rd)
- Numerical Report Cards (4th-5th)
- Portfolios - Digital and IB Binders
- Data Notebooks
- District Benchmark Assessments and Universal Screening
- State mandated - STAAR performance scores and TELPAS for English language learners

Assessment in the PYP:

Our units of inquiry, which are an integration of the Texas Essential Knowledge and Skills (TEKS) and the IB Transdisciplinary Themes, are our primary means of delivering curriculum. Educators work collaboratively to develop assessments that allow learners to demonstrate conceptual knowledge, but also evidence development of key components of the PYP programme, such as Approaches to Learning (ATL) skills and the Learner Profile attributes. Common formative assessment tasks assess student learning related to the lines of inquiry and skills. Summative tasks determine the students' knowledge of the central idea and concepts being taught. Recording and sharing of a learner's progress may include, but is not limited to:

- IB Showcase: Student-led conferences each spring in which learners will share their portfolios and artifacts as a celebration of learning throughout the year with parents and guests.
- Learner Profile Report Card Addendum: All grade levels include learner reflections on the development of the attributes of a learner profile each reporting period.
- Portfolios: Used to document growth as a learner as well as document the learning process through the IB programme. Includes both digital and physical artifacts.
- *5th Grade Exhibition*: Learners in 5th grade participate in Exhibition which is the culminating experience of IB PYP. Learners are expected to participate in an in-depth collaborative inquiry, demonstrate the development the all aspects of the Learner Profile, and take action on improving real-life issues or problems. The entire CISD community including students, families, Pinkerton and district staff, and community stakeholders are invited to Exhibition presentations.

Pinkerton Assessment Model

Monitoring Learning

Strategies	Tools
	Journal
Observations	Conferring
	Digital evidence
	Note-taking
	Whole class
Discussions	Partner share
	Turn and talk
	Book clubs
	Daily routines
Feedback	Conferences
	Verbal, Written, Peer
	Goal setting
Reflection	Data notebooks
	IB portfolios
Questioning	Open-ended
	I wonder
	High priority standards
Learning Tasks	Unit planners
	Digital programs: i.e. Dreambox, Reflex, Consenza

Documenting Learning

Strategies	Tools
Journals	Subject journals
	Inquiry journals
	Bulb
Portfolios	IB binders
	Schoology
	Goals
Rubrics/checklists	Success criteria
	Teacher created project rubric
	Grade level checklists
	Kahoot
Exit tickets	Google form
	Sticky notes
	Paper-based
Work samples	Screen shots
	Pictures/videos
Exhibition	PYP Exhibition presentations
	Exhibition binder

Measuring Learning

Strategies	Tools
Running records	RAZ Kids
	DRA
	MAP
District assessments	Istation
	Benchmarks
	Universal screeners
State assessments	STAAR
	TELPAS
Summative assessments	Unit tests
	Projects
	Exemplars
	Performances

Reporting

Strategies	Tools
	Teacher/Parent Conference
Conferences	Student Led Conference
	IB Showcase
	Data summary sheets
Reports	Progress reports
	Report cards
	Learner Profile Reflections
	Fitness Gram

updated 2019 ....