

Bassett Elementary School Assessment Policy



Bassett Elementary School
Westlake City Schools

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I. Bassett Elementary Mission Statement

Bassett Elementary School is a child-centered community empowered to develop responsible, compassionate, globally-minded citizens who are lifelong inquirers dedicated to achieving academic excellence.

II. Philosophy of Assessment

The Bassett Elementary staff believes that assessment is what drives instruction and should be used in decisions regarding intervention and enrichment. Assessments should be developmentally appropriate and differentiated based on student need. We believe assessment should measure growth across cognitive, social, emotional, and physical domains. Assessments should be varied, allowing for multiple forms of output and addressing all modalities. Opportunities for self-assessment and reflection should be an integral part of student learning. Assessments should address development of concepts and skills that are globally transferable.

III. Purposes of Assessment

The Bassett Elementary staff believes the primary purpose of assessment is to gather information that shows students' level of proficiency in development of skills and conceptual learning. The resulting information is then analyzed and used to make informed decisions regarding modifications to instruction, need for intervention or enrichment, and mastery of concepts, content and skills.

Assessment is the basis of reports and feedback to parents, students and staff regarding the needs and progress of students. Assessment is a measure of accountability that guides students, parents and teachers through the learning process.

IV. Types of Assessment

Bassett Elementary School utilizes a variety of assessments in order to measure students' acquisition of globally transferable concepts and skills and standards-based content. This provides teachers with data that drives instruction and informs decisions regarding differentiation to meet the needs of all learners.

Pre-Assessment is used to obtain information about students' prior knowledge and skills in particular areas so that instructional needs of all students can be met.

Formative Assessments gauge the progress of students by checking for understanding throughout the learning process. They provide information needed to make necessary adjustments to teaching and learning practices and to make decisions regarding future instruction and learning engagements.

Summative Assessments are evaluations used to measure student growth and achievement at the culmination of learning in a content, skill or conceptual area. Summative assessments are opportunities for students to demonstrate what they have learned and are referenced when reporting progress to students, parents and staff.

Strategies for Assessment may include, but are not limited to:

- Observations of classes, small groups and individuals on a regular basis
- Performance assessments of goal directed tasks with established criteria, such as presentations, technology-based projects, essays, and written response
- Process-focused assessments in which student learning behaviors are observed and recorded on a regular basis, such as logs and research-based reports
- Progress monitoring using standardized format
- Traditional assessments such as tests and quizzes

Tools for Assessment may include, but are not limited to:

- Venn Diagrams
- T-charts and column charts
- K-W-L or K-W-H-L charts
- Graphic organizers/webs
- Mind maps
- Collaborative brainstorming tools, such as
 - Bottoms-up
 - Carousel
 - Conveyor Belt
- Pre and Post reading checklists
- Rubrics
- Checklists
- E-platforms such as slide decks, video, etc.)

Common Assessments are used within the Westlake City School district to formatively assess student progress.

State and Standardized Assessments administered at Bassett Elementary School may include:

- Measures of Academic Progress (MAP)
- AIMS web progress monitoring (as needed)
- COGAT
- IOWA testing
- State mandated testing

Record of student progress: Bassett School uses student portfolios to keep a record of student progress throughout the K-4 continuum. Portfolios are intended to:

- Showcase student growth and progress
- Document the process and product of student learning
- Include student reflection
- Include student and teacher selected items
- Include reflection and evidence of the IB learner profile attributes

A copy of the [Bassett Student Portfolio Policy](#) appears at the end of this document.

V. Response to Assessment

Differentiation: Differentiation allows teachers to address the differing learning styles, abilities and modalities of all students and tailor instruction to address and develop students' abilities in areas of strength and need. Differentiation can occur through strategies such as flexible grouping and modification of instruction and/or assessments.

Response to Intervention (RTI): Students arrive at Bassett Elementary with a variety of skills and abilities requiring a range of teaching and learning techniques. Assessments allow staff to respond to student learning needs in a targeted and individualized manner that best addresses the relative strengths and weaknesses of all students and provides opportunities for growth in all areas of development.

Reporting of Progress: Bassett Elementary reports the results of assessments to parents and students in a variety of ways:

- MAP benchmark results sent home Fall, Winter and Spring
- State and standardized test results are mailed home
- Teacher feedback to students and parents is given quarterly using a district-wide report card.
- Teachers meet with parents in conferences that are formally scheduled once a year but also meet to confer with parents and students to provide feedback as determined by individual student need.
- Teacher feedback in the form of student-teacher conferences and review of student performance occurs in an ongoing manner as part of the process of learning within the classroom.

<p>Form:</p> <p>What will the student portfolio format look like?</p>	<p>Each student portfolio will consist of:</p> <ul style="list-style-type: none"> • One hanging folder for each student containing one colored file folder for each unit. Folders will be labeled by unit theme. • Each year, students will create a signed, self-portrait as a cover for their binders. These will be kept in a page protector sleeve. • Each year students will sign their names on the signature page on their grade level line • For each unit of inquiry, there will be two pieces of evidence per theme with at least one chosen by the student • For each unit of inquiry, one theme reflection sheet (students complete a reflection on the central idea, focused attributes, and why they chose their piece) should be completed
<p>Function:</p> <p>What is the purpose of the student portfolio?</p>	<p>The purpose of the student portfolio is to show student growth during the school year and throughout their time at Bassett. It should showcase representative samples of work of which the student is proud.</p>
<p>Causation:</p> <p>What is the effect of the student portfolio?</p>	<p>Students, teachers and parents will be able to recall their learning and see their growth in the learner profile through their years at Bassett.</p>
<p>Change:</p> <p>How will the student portfolio change?</p>	<p>Student work, signatures, drawings and reflections will be added to the portfolio. Student portfolio formats may be evaluated periodically for usability, durability, and effectiveness.</p>
<p>Connection:</p> <p>How is the student portfolio connected to student learning?</p>	<p>The student portfolio is a record of student learning that allows students, parents and teachers to reflect on growth in knowledge and the learner profile and helps students make connections to schema from previous grades.</p>
<p>Perspective: How does the student portfolio show varying perspectives?</p>	<p>The student portfolio will contain at least one piece of evidence and one reflection piece that shows student perspective. Over time, changes in student perspectives will</p>

	grow. The teachers' chosen pieces will different perspectives. The focus of units will impact perspectives.
Responsibility: Who is responsible for maintaining the student portfolio?	Teachers are ultimately responsible for maintaining the student portfolios but essential agreements within grades/classrooms may vary as to when and how students may access portfolios.
Reflection: What opportunities are there for reflection?	Reflection time should be built in to the end of each unit of inquiry so that students can choose evidence pieces and complete a written/drawn reflection. There should be times within the school day when students may access and view their portfolios.