Coddle Creek Elementary
Assessment Policy

Philosophy: At Coddle Creek, we believe assessment happens daily, includes both formal and informal assessments and utilizes a variety of assessment tools to drive instruction and measure student learning . Assessments include opportunities for stakeholders to reflect and communicate their progress with each other. Assessments should be differentiated and based on student needs allowing for flexible groups. Assessments should be frequent and ongoing.

Why Do We Assess?
- To drive all instruction
- To measure and gauge student understanding
- To reflect on learning
- To meet student needs through differentiation
- To evaluate the effectiveness of the learning program
- To determine eligibility for Exceptional Children's Services, English as a Second language and Academically Gifted services

What Do We Assess?
The following are both informally and formally assessed
- The IB Learner Profile
- The PYP Programme of Inquiry Units
- North Carolina Common Core Essential State Standards
- Aptitude and Ability

When Do We Assess?
- Daily through formal and informal assessments
- Before and at completion of new units
- Beginning, mid-year, and end of year
- Following all state and local mandated testing requirements
- Final Year of PYP- Exhibition (5th Grade)

Roles and Responsibilities

- Teachers: Design, Assess and evaluate students using a variety of tools and strategies
- Students: Create student reflections, rubrics and checklists to reflect understanding
- PLC Teams: Design Common assessment unit reflections
- Peers: Collaborate on reflections, rubrics and checklists
- Parents: Monitor progress outside of school with report card reflections and observations
- Support Specialists: (EC, AIG, ESL, Speech) Offer specialized instruction based on results from specialized testing
- District and state governing bodies: Determine mandates and expectations

Purpose

- Students: Track Progress and set goals
- Teachers: Drive instruction, facilitate goal setting
- Parents: Understand and support child's growth and learning
- School and District leadership:Monitor school progress

How Do We Assess?

Strategies:

- Pre and Post assessments- formal and informal
- Teacher observations
- Portfolios
- Collaborative group work
- Oral and written presentations
- Local,state, and national standardized assessments

Tools:

- Self reflections
- Rubrics/Checklists
- Formal Skills Assessments
- Written Assignments
- Verbal Conferences

How Will Assessment Information be Reported to Students and Parents?

- Quarterly Report Cards
- Mid Quarter Progress reports
- Conferences (virtual, phone and face to face)
- Daily Agendas
- Portfolios- samples from each unit of inquiry
- IEP meetings and documentation
- IB Student self evaluation of PYP development

How will Portfolios be Utilized?

Portfolios are used to provide evidence of student work and progress in the IB PYP to parents,teachers and students. Portfolios will showcase cumulative work in samples from grades k-5. Portfolios include one student selected piece per unit of inquiry including a student reflection as well as student self assessment . We plan to create a process to facilitate the celebration of moving the portfolio to the next year by having students review past goals and set new ones for the coming year.

What are the mandatory assessment requirements of the school district and state?

- End Of Grade Assessments Grades 3-5 in Reading and Math, Grade 5 in Science
- Reading 3D,DIBELS Next and TRC grade k-3
- i-Ready Reading and Math- Grade 4-5
- NC. Checkin ELA and Math in grade 3/4/5
- Standardized Ability Assessments for EC and AIG Services
- Read To Achieve Assessment- Grade 3
- ACCESS testing/WIDA standards for ELL students

How do requirements listed above support PYP assessment philosophy?

The mandatory assessments give data which inform instructional decisions allowing to adjust instruction to provide specific strategies. Assessments regarding special services support the student's identified needs to ensure growth. These assessments serve as one of many tools used to support student growth and learning and record student progress.

- Policy created based on guidelines set forth in the "Making the PYP Happen: The Assessed Curriculum " IBO, 2009

Review of Policy:

The Assessment Policy was created and reviewed by the Staff, PYP Goal team and School Leadership Team. It is reviewed annually in the spring and revised as needed Last revision: May 2018