

Ocean Knoll Elementary

Assessment Policy



Ocean Knoll Vision and Mission Statement

Ocean Knoll Elementary School strives to develop internationally minded students who exhibit global empathy and intercultural understanding while acquiring deep conceptual understanding and a strong academic foundation.

The mission of Ocean Knoll Elementary School is to meet the diverse needs of our students by fostering collaboration and innovation within our rigorous and personalized educational programs. Through inquiry, reflection and responsible action, Ocean Knoll's programs encourage students to become compassionate, life-long learners who think critically about their role as active citizens of a global community.

Assessment Philosophy

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. (Primary Years Program Assessment Handbook, January 2000. © International Baccalaureate Organization)

Assessment is integral to all teaching and learning. It is central to the International Baccalaureate Primary Years Program's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of transdisciplinary skills, the development of attitudes, and the decision to take responsible action. Evidence of growth within these essential elements ensures students embody the Learner Profile attributes, and therefore leave Ocean Knoll as internationally-minded citizens.

At Ocean Knoll assessment is ongoing, authentic, varied and purposeful. Assessing the process of inquiry is integral, as it allows teachers and students to monitor level of mastery, depth of questioning, application of understanding, and ability to work both independently and collaboratively. We believe assessment is essential for both teaching and learning.

Purpose of Assessment

The purpose of assessment is to inform and involve students, parents, teachers, and administrators.

At Ocean Knoll assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding
- Teachers to meet the learning needs of each child, guide instruction, and communicate progress with students and families by having a clear picture of each student's strengths and areas of need.
- Teachers to discover what and how a student is thinking and learning.
- Parents to see evidence of their child's learning and development, which supports celebration and application of their child's learning beyond the school's walls.
- Administrators to appropriately support staff and communicate the school's progress to all stakeholders.

Types of Assessment used at Ocean Knoll Elementary

Pre-Assessment/Diagnostic: Diagnostic assessment prior to teaching helps teachers determine what students already know in relation to a new concept. A clear understanding of prior student knowledge drives meaningful and rigorous instruction. Pre-assessment additionally provides a baseline with which to tangibly measure student growth.

Formative Assessment: Formal and informal assessments are given throughout the units of inquiry in order to modify teaching and learning activities to improve student attainment and understanding. It provides regular and frequent feedback to both teacher and student.

Summative Assessment: Summative assessment occurs at the end of the teaching and learning process. It provides students an opportunity to demonstrate their understanding of a concept. Summative assessment data is also used as a diagnostic tool to identify gaps in understanding and direct future instruction and appropriate tiered interventions.

Reflection: Teachers' evaluation of student understanding (based on assessment data) drives unit and assessment changes and enhancements, leading to more effective teaching and learning.

Assessment Practices (Strategies for collecting and recording data.)

- *Observation:* Teachers informally note the growth and progress of individuals, groups, and the whole class.
- *Use of rubrics and exemplars:* Teacher and student generated rubrics and exemplars clearly provide understanding of task expectation, teacher feedback, and self-reflection.
- *Open-ended or constructed response tasks:* Students respond in their own words to "construct" their answers to questions that may have multiple good answers.
- *Performance assessment:* Students apply what they have learned by asking questions,

completing authentic tasks, or through activities that require students to take action.

- *Tests/Quizzes*: These assessments provide a snapshot of students' specific knowledge.
- *Systematic Reading Assessment*: Running records are completed 3X per year for all K-3 students, and for all below basic students in grades 4-6.
- *Projects or experiments*: Extended performance tasks are completed that may take several days or weeks to complete. Students generate problems, consider options, propose solutions, and demonstrate their solutions. Opportunities to present thinking and conclusions are done both individually and collaboratively.
- *Automated Learning Programs*: Teachers analyze reports and data from numerous ELA and mathematics programs (i.e. Lexia, Ten Marks, ST Math) to assess learning and student needs.
- *Academic Portfolios*: A collection of work in various content areas that show the range and quality of student work over a period of time.
- *Digital IB Portfolios*: A collection of student selected work from each unit of inquiry with a corresponding reflection that includes conceptual understanding and Learner Profile development. These portfolios will show evidence of student growth and learning over time.

In addition to our site specific assessments, Ocean Knoll students are required to take the following district and state mandated *external examinations*: Grades 3-6 are administered the CAASP annually, CELDT and the Reading Scantron assessment are given to designated student groups, and fifth graders all take the CAST and state Physical Fitness test.

Reporting to Stakeholders

The evidence gathered and compiled during the course of instruction is to be shared with and understood by all members of the Ocean Knoll community: students, teachers, parents, and administration.

1. *Individual Student Action Plan*: Data on formative and summative assessments is gathered into an action plan for each student. This document is used to guide instructional decision making and monitor academic progress. This documents serves as a record for teachers to note academic progress at designated times throughout the year.
2. *Fall Goal Setting Conferences*: Parents and teachers work collaboratively in the Fall. The whole child is examined to set individual goals for development. The IB portfolio and the Learner Profile attribute development is shared with parents.
3. *Spring Parent Conference*: The Spring conference allows for student learning and growth to be shared with parents. The district report card, IB unit work, IB portfolio contents, and Learner Profile attribute development is shared with parents.
4. *Report Cards*: Ocean Knoll is required to utilize the Encinitas Union School District Report Card. Ocean Knoll is the only IB World School in the Encinitas Union School District, so may utilizes additional reporting forms that include Learner profile development and student reflection when sending home report cards.