

Hubbell Elementary Assessment Policy

Hubbell Elementary School empowers diverse learners through inquiry-based opportunities that promote lifelong learning.

School Assessment Philosophy

Assessment is an integral part of the instructional cycle. It is through collaborative planning and reflection of assessments that teachers are able to gain valuable insight into what students know, understand, can do, and feel at all stages of learning. This insight serves as a guide for designing instruction around the essential elements of the PYP program. Teachers at Hubbell Elementary understand that assessment is not linear; it must be part of a cycle in which assessment, instruction, and reflection are interdependent. By understanding where students are in the process of learning, as well as how students demonstrate their learning in a final product, we can adapt and change our instruction to meet the needs of our students.

Assessment is a crucial tool not only for teachers, but for students as well. In order to become lifelong learners as our mission statement asserts, students must be provided with the necessary skills and tools to reflect upon their learning and set achievable goals. Teachers at Hubbell help students reach and set goals by providing continuous and specific feedback to students about what and how they are learning.

Assessing

How we discover what the students know and have learned

Formative Assessments

Formative assessments are used at the beginning of each unit to inform instruction and plan for differentiation based upon students' prior knowledge and learning styles. Pre-assessments are used not only to determine what to teach, but also how to teach, how to connect into student interests and talents, and to uncover any misconceptions. Formative assessments and bodies of evidence are used throughout the unit to guide instruction. They provide quick, detailed, and authentic feedback for students and teachers. In reflecting on assessments and topic scales, students and teachers are able to make self-adjustments to teaching and learning. Topic scales are used collaboratively to create bodies of evidence and are then analyzed at every grade level.

Summative Assessments

Summative assessments are opportunities for students to demonstrate their knowledge at the culmination of the teaching and learning process. Summative assessments can simultaneously assesses several essential elements of the PYP. Authentic summative assessments prompt students to take action and communicate learning to parents, students,

and teachers. Collaborative planning and reflection of formative and summative assessments transform the teaching and learning process for future units.

Self-Assessment and Reflection

Hubbell Elementary is striving to create reflective learners who have the capacity to self-assess their academic progress. Teacher modeling is crucial to creating this reflective environment. Students are given ample opportunity to reflect on their learning during the course of each unit.

Effective Assessments

Allow students to:

- understand criteria of assessment in advance
- discover and build upon prior knowledge
- express their learning and understanding in an authentic way that enhances their learning style
- convey different perspectives and interpretations of their learning
- analyze their learning in relation to personal goals and teacher expectations
- recognize areas of strength and areas in need of improvement
- reflect upon learning in order to set new goals for their learning
- develop further inquiries to explore

Allow teachers to:

- develop clear criteria for levels of proficiency
- relay clear expectations to students prior to assessment
- identify where students are in the learning process
- collaboratively reflect and plan instruction to better guide inquiries
- provide specific and insightful feedback to students
- gain valuable insight into the whole child (academic and social)
- interpret students understandings both analytically (separating different aspects of the work) and holistically (overall understanding of a concept)
- acquire evidence that can be effectively communicated to whole school community

Allow parents to:

- understand their child's progress
- reflect on evidence of their child's learning and development
- provide their child with support in the home environment
- celebrate the strengths and the growth of their child

Mandatory Assessments

By State of Iowa:

- FASTbridge Assessments (K-5)
- Iowa Assessments (3rd, 4th, 5th)

By Des Moines Public Schools:

- MAP Growth Math (K-5)
- MAP Growth Reading (2-5)

Recording

How we choose to collect and analyze data

Assessment Strategies

- *Observations* of class as a whole, as well as focusing on individuals. Teachers will observe student approaches to a variety of academic tasks and social situations.
- *Performance assessments*, such as audio, video, and narrative records. Teachers will ensure students know criteria for success prior to planning tasks. Students creativity will be utilized, as teachers and students recognize there can be numerous approaches to the problem/task.
- *Process-focused assessments*, such as checklists, inventories, and narrative descriptions, will be used to collect multiple observations of students and synthesize evidence of student learning within different contexts.
- *Selected responses*, such as tests and quizzes, will be utilized to collect data on student learning.
- *Open-ended tasks* will be used frequently to allow students to communicate their learning in an original response. Examples of ways students might choose to respond include a brief written answer, a drawing, or a diagram. When presenting students with a stimulus, teachers will communicate criteria for successful answers.

Assessment Tools

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums
- Topic/SRG Scales

Portfolios

Portfolios are used to celebrate student learning through the collection of student work. They document student growth over time including successes, higher order thinking, creativity and reflection. Portfolios are also used as a communication tool between students, teachers, and parents.

Portfolio essential agreements:

- 3 ring binder, stored in the classroom
- portfolios belong to students and will be sent with students transferring out of Hubbell, no matter the grade level or time of year
- move with the student from kindergarten to fifth grade through a school wide portfolio exchange at the beginning of each school year
- used during student-led conferences to allow students to showcase their learning
- portfolios may be accessed by teachers, students, and parents at any time
- Portfolios will include:
 - One page per theme per grade level which will include:

- A photograph from the unit
- Grade level
- central idea
- written reflection on the central idea (some students may show through a picture)
- reflection from art, music, P.E., Spanish, and Guidance

Reporting

How we choose to communicate information

Feedback

All teachers provide feedback to both students and parents throughout the school year. At times, feedback is informal and provided in a variety of forms. Some examples of informal feedback provided by Hubbell teachers include one-on-one conferences and goal setting with students, phone calls home to parents, quick notes to parents in folders, and short responses in student notebooks. Other times, feedback is more formal, such as weekly notes, utilizing SeeSaw app to send all parents outlining the academic goals for the week and/or month.

Conferences

Hubbell holds parent conferences each year in the fall and spring. One portion of the conferences is student-led and the other portion is teacher-led. Student portfolios are also shared at this time. Currently, the leadership team is planning professional development around effectively preparing students to lead informative and meaningful conferences. It is the hope of the leadership team that student-led conferences reach a level of authentic and valuable feedback so that teacher-led conferences are redundant for the majority of our students.

Progress Reports

The Des Moines Public School District requires report cards for each quarter. They have designed a progress report that is aligned to all of the CCSS and topic scales, which are supported by evidence collected throughout the quarter and year.