



Assessment Policy

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PYP Standards and Practices

Jackson Main's assessment policy is aligned to the PYP standards and practices

- C4.1: Assessment at the school aligns with the requirements of the programme(s).
- C4.2: The school communicates its assessment philosophy policy and procedures to the School community.
- C4.3: The school uses a range of strategies and tools to assess student learning.
- C4.4: The school provides students with feedback to inform and improve their learning.
- C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
- C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
- C4.7: The school analyses assessment data to inform teaching and learning.
- C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- C4.9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Primary Years Programme exhibition.

Statement of Belief:

The assessment policy in Jackson Main's emphasizes how data informs our teaching and learning. At Jackson Main the target of assessment is to inform teaching practice, decision-making, resource alignment, and communication with all stakeholders. Through the lens of trans-disciplinary themes, subject matter acquisition will be analyzed using formative and summative assessments. Results will be used to guide instructional changes to the program or approach. Analysis of all assessments will be used to leverage strengths in the school system to improve weaknesses.

The Primary Years Program divides assessment into three components:

- | | |
|----------------------|--|
| Monitoring | - Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria |
| Documenting Learning | - How we choose to collect and analyze data |
| Measuring | - Captures what a student has learned at particular point in time |
| Reporting | - Reporting on learning informs the learning community and reflects the question "How well are we doing?" (IB PYP Resources). |

Purpose:

- To develop the 5 essential elements in the PYP –
 - ◊ concepts
 - ◊ knowledge
 - ◊ skills
 - ◊ attitudes
 - ◊ action
- To promote student learning and growth
- To guide instructional changes to the program or approach
- To assess to plan for instructional depth
- To acknowledge and celebrate student achievements
- To reflect and set goals for student growth

Definition of Assessment Formats

Assessment happens on a daily basis as students and teachers co-decide and co-construct their learning outcomes.

Pre-Assessments assess students' prior knowledge of content, skills and concepts. It helps differentiate instruction as per the needs of the students, assess students' interests to provide authentic tasks. Finally, it helps to develop instruction and assessments.

Formative Assessments are part of the daily routine and helps chart the next stage in the learning of each student. It helps evaluate the efficacy of the instructional methods, strategies and tools. Quarterly benchmarks will be part of the formative assessment. Students will assess as students are learning and assess for learning.

Student Portfolios Jackson Main organizes student work in portfolios to document and evaluate student progress and accomplishments throughout the year. Reflection on the pieces in the portfolio allows students to evaluate their strengths and weaknesses and set goal for next steps. It also is used as a communicative tool between parents, teachers and students.

Summative assessment is the end product in the process of teaching and learning. It is an evaluation at the end of a unit which “measures the central idea, and prompts students into action” (**Making the PYP Happen**)

Jackson Main Assessment Calendar
2020-2021

| State/Local Assessments | Assessment | Test Administration Window | Tested Subject(s) | Testing Methods |
|--|------------------|--|---|-------------------|
| <u>State Mandated</u> | ELA | Tuesday, April 20 – Thursday, April 22 | English Language Arts (grades 3-5) | Paper/Pencil |
| <u>State Mandated</u> | Mathematics | Tuesday, May 4 – Thursday, May 6 | Mathematics (grades 3-5) | Paper/Pencil |
| <u>State Mandated</u> | NYSESLAT | Monday, April 19 – Friday, May, 20 | Speaking | Oral |
| | | Monday, May, 17 – Friday, May 28 | Listening/Reading/Writing | Paper/Pencil |
| <u>State Mandated</u> | NYSAA | Monday, March 8 – Friday, June 11 | English Language Arts, Mathematics, and Science | Paper/Pencil |
| <u>State Mandated and District Formative</u> | NWEA MAP (SLO) | September | Reading and Math (grades 1-5) | Online |
| | | February | Reading and Math (grades 1-5) | Online |
| | | June | Reading and Math (grades 1-5) | Online |
| <u>Local Formative</u> | Benchmark | Q 1: Nov. 7-8 | Reading and Math (grades 1-5) | Paper/Pencil |
| | | Q 2: Jan. 16-17 | | |
| | | Q 3: April 4-5 | | |
| | | Q 4: June 13-14 | | |
| <u>Local Formative</u> | I-Ready | On-going | Reading and Math (grades 1-5) | Online |
| <u>Local Diagnostics</u> | Running Records | 2/3 times a year | Reading (grades 1-2) | Oral/Paper/pencil |
| <u>Local Screening</u> | SAEBRS | October 8, 2019 | Social/Emotional/Academic | Paper/Pencil |
| | | Quarterly progress monitoring | | |
| | | June 8, 2019 | | |
| <u>Local Formative/Summative</u> | Units of Inquiry | Ongoing | Science, Social Studies, Science, Math | TBD |
| | | End of unit | | |
| | | 5 th grade exhibition | | |

Fifth Grade Exhibition serves as a culminating activity of the years in the PYP program.

The exhibition is –

- An in-depth collaborative project
- Student centered
- An in-depth inquiry into real life issues or problems related to any one theme
- A synthesis of all the essential elements of the PYP –
 - ✓ **Knowledge** - Subject knowledge integrated using the six transdisciplinary themes of the curriculum model.
 - ✓ **Concepts** – Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection
 - ✓ **Skills** – Social, communicating, research, self-management, and thinking skills
 - ✓ **Attributes**- Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective
 - ✓ **Action** – Reflect and make informed choices and to take action to help their peers, school and community
- Presented to the entire school community
- A powerful and authentic way to assess student understanding
- An opportunity to exhibit the learner profile attributes practiced throughout the PYP years
- Celebrating the transition from Primary Years Program

What will JM monitor and assess?

“PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students’ ability to make connections across subjects and to apply skills to construct new knowledge.” (PYP resources)

- Assess knowledge
- Conceptual understanding
- ATL Skills – transferable skills
- Learner Profile Attributes
- Literacy
- Numeracy

What does effective assessments look like in the JM PYP?

- Students understand the measure of success using rubrics
- Application and transference of knowledge and skill through all disciplines
- Foster self and peer-evaluation and reflection
- Provide opportunities to celebrate student achievements and talents
- Promoting expression through different mediums
- Feedback at each stage of the Learning Process
- Student-centered practices
- Identifying the power standards.

Documentation

Evidence of student learning are documented in various ways -

- Pre and post assessments
- Portfolio
- Quarterly benchmarks
- Bulletin board displays inside and outside classrooms celebrating student work
- End of unit summative

Reporting Results

- Report cards four times a year
- Monitor student progress regarding Learner Profile Attributes
- Parent- teacher conferences 3 times a year
- Student-led conferences – February of each school year
- Teacher communications – (Examples: Class Dojo, notes/letter, phone calls, text messages, emails)

Assessing of the Learner Profile Attributes

Jackson Main understands the importance of the Learner Profile attributes in preparing our students to become “internationally-minded”. LP will be integrated into all learning engagements and teachers will monitor the use and understanding of the attributes and its transferability to all subject areas.

Some Examples of Assessments Used in Virtual Platforms

- Kahoot in zoom
- Boom card reinforcement
- Informal: writing on whiteboard, thumbs up thumbs down...
- Schoology assignments
- Khan academy, iReady, Newsela,
- One-on-one conversations
- Dipsticks
- Digital journal
- Elevator pitch
- Tweets – email/dojo chat
- Nearpod

Differentiation

We believe that engaging and empowering students in their learning, requires us to address student competencies, experiences, learning needs and styles. Teachers will research or survey student interests and learning style and create a student profile in the beginning of the year. Throughout the year, teachers will collaborate to analyze the experiences they provide for their students in the areas of –

- Content - are we using diverse materials?
- Processes - providing a balance of independent, small group, and large group experiences to allow for different learners to adopt?
- Products - helping students demonstrate ideas in different ways?

Collaborative grade level teams will create scaffolding tool kits with graphic organizers, visual aids including videos, graphics or set of photos, sentence starters for all different types of thinking, cause and effect, compare and contrast...

The following experiences will be ongoing throughout the year -

- Journaling
- Goal setting and reflection exercises

Student-Led Conferences

Student-led conferences will be held for the first time in February, 2020. This conference will be student led, students will discuss their work through the inquiry process and the overall progress made. With guidance from teachers, students will select examples of their work and discuss what they learned with parents. Students will be given time to select their work, reflect on and prepare for presentation. The extent of support from teachers will depend on grade level and the developmental stage of the student.

Objectives of Student Led Conferences

Students take more responsibility by taking ownership of their learning

1. Students are provided the opportunity to reflect and set goals
2. Shifting the focus away from teaching and more on learning and providing students with the autonomy to have voice and choice
3. Experiences to demonstrate the transdisciplinary skills that they are learning in real and significant contexts.

Content for the Conference

These are suggested (but not limited to), content for the conference. This will be decided by grade level teams -

- Strengths and areas of growth
- Units of inquiry work
- Written and oral language
- Reading, Math, Specials
- Transdisciplinary skills (Thinking skills, social skills, communication skills, self-management skills, research skills)
- Learner Profile Attributes

Jackson Main SLC

- Grades 3, 4 & 5 will have student/teacher led conference during the February meeting
- Organized sheets will guide students in their conversation
- Student folders will be organized by transdisciplinary themes

The following youtube video will assist teachers in preparing students for this conference.

<https://www.youtube.com/watch?v=kYEaskroYus>

Tools for Student-Led Conferences

| Role of Students | Role of Parents | Role of Teachers |
|--|--|---|
| Collect work, and prepare for conference | Encourage their child in the learning process | Guide students in collecting appropriate evidence |
| Share and discuss learning | Be on time, attentive and supportive | Review learning goals and help prepare students for the conference |
| Identify strengths and weaknesses | Ask questions wherever pertinent | Explain the conference and its positive effects to the learning process |
| Explain next steps | Support teacher and student in working on their goals for the next steps | Guide and offer positive feedback |

- Invitation to parents
- Goal setting sheet
- Prepared talking points (conference sheet)
- Student reflection sheet after each unit of inquiry
- Parent after conference reflection sheet

Review of Student-led Conferences:

Student-led practice will be reviewed by grade level teams after the first conference in February

- Drafted: April 2019
- Completed: June 2019
- Revised: November 2020

Jackson Main Student Portfolios

Student Portfolios are a compilation of student work over a period of time. It is an essential agreement between teachers and administrators and

- Empowers students to have voice, make choices and take ownership of their work (Agency)
- Promotes student goal setting
- Encourages student reflection on learner profile attributes, conceptual understanding, transference of skills (Approaches to learning – ATL skills)

Yet, portfolios allow teachers to customize individual portfolios based on student needs

Purpose of a Portfolio

- Authentic form of assessment
- Evidence of learning and growth over an extended period of time
- Promotes students' abilities
- Provides an opportunity for self-assessment and reflection
- Teacher guidance allows students to select the proper evidence to assist in developing student potential.

Management of Portfolios

- Grades 1-5 will maintain portfolios. At the end of each school year student portfolios will be sent home
- Grade levels teams will decide the selection of the pieces – thematically, by PYP elements, quarter etc.
- Grade level team will make certain that the required documents as decided by the school will be included.

Required Documents

Transdisciplinary work

- Cover page
- summary sheet
- Student set goals based on Learner Profile Attribute and NWEA scores
- Student selection of inquiry activities
- Summative assessment
- Student reflection on each unit of inquiry for the grades
- Evidence of service action student has taken
- Beginning, middle and end of the year writing samples
- Summative assessment
- Evidence of service action student has taken
- Beginning, middle and end of the year writing sample

Evidence of student work in –

- ELA
- Math
- SS/Science

Student Portfolio Review:

This will be reviewed and updated annually by the Leadership team

- Written, May 2019
- Revised November 2020

Response to Intervention Model

Rti

Context

Response to Intervention framework will promote a well-integrated system connecting students by providing high quality, standards-based instruction and interventions that matches students' academic, social-emotional, and behavioral needs. This schoolwide initiative allows for the utilization of resources for students in need of support whether it be academic, social, emotional, and/or behavioral. This system of interventions and resource allocation will allow students to make significant progress in areas of need. Our goal in using the response to intervention framework is to improve educational outcomes for all students.

Universal screenings, differentiated instructional strategies, and on-going data analysis will inform intervention efficacy. Educational decisions are based on data taken from frequent monitoring of student performance and their rate of learning in a collaborative setting.

Description of Tiered Instruction

Tier I: Universal

- About 80% of students in a school will respond to a high-quality core curriculum and will make adequate progress throughout the year
- All students will receive instruction in a data supported core curriculum using the PYP framework
- Progress of all students is monitored at two points in time (Fall, Spring) during the school year
- Further monitoring is done quarterly via benchmark assessments.

- Data collection points (Fall, Spring) indicate students who may not be responding adequately to the core curriculum and who need additional instruction.

Tier II: Targeted

- In class supports provided by the teacher or support staff that is within the core curriculum
- Teacher choice of data collection points based on in-class assignments and need
- Data collection points are collected to ease at-risk students into the Rtl process via the Instructional Support Team (IST)

Tier III: Selected

- Small group of students – approximately 15% of the students in a school are considered “at-risk”
- Students who do not respond adequately to the core curriculum
- These students will be provided supplemental instruction/intervention (in addition to the core curriculum) which takes place up to 2x/week and often is small group formats ReadyGen intervention resources and other supplements
- Student progress monitored more frequently; about once a month, more if needed

Tier IV: Intensive

- Approximately 5% of the students in the school
- These are students who do not respond adequately to the interventions provided at the universal, targeted, and selected levels.
- They are considered in need of intensive interventions
- These students will be provided high-quality, research-based interventions on a daily basis; individually or in a group no larger than 2:1 student to teacher ratio
- Progress monitored more frequently; at least 1x/week
- Students who make adequate progress at this level are returned to Secondary or Primary intervention levels.

Response to Intervention:

This will be reviewed and updated annually by the Leadership Team

Written, November 2019

- Revised November 2020

Academic Honesty Policy (AHP)

Standard B1: Leadership and Structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

- B1.5 The school develops and implements policies and procedures that support the programme(s).

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

- C3.2 Teaching and learning engages students as inquirers and thinkers.
- C3.4 Teaching and learning promotes the understanding and practice of academic honesty.
- C3.5 Teaching and learning supports students to become actively responsible for their own learning.

Purpose

In preparing our students to inquire and think critically, we encourage students to express their learning authentically and with integrity. Our students take pride in constructing their own learning “with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.” (Principled, IB Learner Profile)

Through consistent modeling of the Learner Profile attributes we support our students in maintaining high standards of human decency. As ***principled*** students, we present our work with honesty, citing sources responsibly without taking credit for the work of others. In all we do, whether engaging in inquiry, taking an assessment, using technology, communicating ideas, or reflecting on our learning we are consistently true to ourselves and others.

Academic Honesty within our learning environment is demonstrated as students take ownership of their own work with integrity, fairness and exhibiting a true understanding, and practice of the Learner Profile Attributes.

Role of a Teacher

- Creating an awareness of academic honesty
- Guiding students through the ethical issues related to academic honesty
- Appropriate use of technology
- Consistent and explicit teaching of the Learner Profile Attributes conceptually and in practice.

Role of a Student

- Fair, honest behaviors in academics, inside and outside school and in extracurricular activities
- Working towards their personal best: Responsible, Respectful, Reflective
- Making appropriate choices
- Problem solve creatively
- Citation: provide proper credit to someone else's ideas, thoughts and work
- Collaboration: contribute thoughts to the group
- Respect multiple perspectives
- Construct own ideas from perspectives gathered
- Make choices to strengthen interpersonal relationships

Role of Parents

- Read and become familiar with all policies provided by the school
- Encourage child to demonstrate Jackson Main's core values: respect, responsibility, and reflection with utmost integrity
- Communicate frequently and support teachers and administrators to instill the core values of academic honesty

Role of Administrators

- Collaborate to create an Academic Honesty Policy (AHP)
- Ensure teachers and students comply with the policy
- Provide professional development
- Communicate AHP to parents
- Support breach in the AHP

Role of Media Specialist (temporarily suspended)

As an integral part of the Inquiry process the Media Specialist's role in helping students learn the concepts and skills of researching is critical. She must provide guidance and support in upholding the AHP's core values throughout the learning journey of the student.

Academic Honesty and Information Technology

Students are required to use technology as they delve into their inquiry. As such, they may be required to use iPads, cell phones, computers and other devices needed to support their learning. Our district supports this learning through provision in ***4526-E.1 Technology Responsible Use Policy ("RUP")***

For Elementary Schools. Both students and teachers are expected to demonstrate positive online behaviors as students engage in blended learning throughout the day.

* Please refer for further details to the document entitled "Curriculum"

Definitions

Plagiarism - using someone else's ideas, thoughts or work knowingly or unknowingly without giving proper acknowledgement.

Collusion - when you write or complete someone else's work

Cite - to acknowledge someone else's work by referring to where you found the quotation, idea...

Why Cite? (IB Conference)

- To show respect for the work of others.
- To give the reader the opportunity to follow up references.
- To help a reader to distinguish between the work of the creator and the work of others.
- To give the reader the opportunity to check the validity of creator's interpretation.
- To receive proper credit for the research process.
- To establish trust in one's work as evidence of own knowledge and ideas.

How to Cite

Book Citations

1st Grade:

Information needed: Title and author

Format / Ex.: Beautiful Hands by Kathryn Otoshi

2nd Grade:

Information needed: Title, author, copyright date and publisher.

Format / Ex.: Otoshi, Kathryn. Beautiful Hands. Blue Dot Press. 2015.

3rd - 5th Grade.

Information needed: Author's name, title, city, state, country of publication, year of publication, and format.

Must use MLA format: Ex. Otoshi, Kathryn. *Beautiful Hands*. Novato, CA, USA: Blue Dot Press, 2015. Print.

Website Citations

1st and 2nd Grade:

Information needed: Website Name and name of article.

Format /Ex. PebbleGo.com. Black Bears.

3rd - 5th Grade:

Information needed: Article subtitle, Title, publisher of website, date published, web, date accessed, and URL.

Format /Ex. “Black Bears” *Animals*. Capstone, 2019. Web. 3 May 2019 <https://www.pebblego.com>

Breach of JM’s Agreements (adapted from IB Conference)

- Plagiarism
- Collusion
- Using materials prohibited during a test
- Copying from others during a test
- Disruptive behavior during a test
- Telling someone who is absent about the contents of the test

Prevention (excerpted from IB blog March, 2018)

1. Nurture the IB Learner Profile
2. Support students to become active learners
3. Take time to talk about academic integrity
4. Ensure students get guidance on how to produce authentic work
5. Don’t assume students know how to cite
6. Give students regular feedback
7. Lead by example
8. Encourage students to accept their strengths and weaknesses and to do their best
9. Promote fairness and be open to questions
10. Help parents understand the academic integrity policy

Results of Dishonesty

Here at Jackson Main PYP we promote a reflective positive approach to infractions. In an endeavor to develop the whole child and create an understanding of the importance of the Academic Honesty policy, public acknowledgement of positive behaviors will be celebrated.

Students will be provided tasks that they can complete independently and guided through necessary scaffolds to encourage and celebrate individual accomplishments. Serious offenders' work will not be accepted and administrator and/or parent may be involved. For repeated offenders grade appropriate decisions will be taken.

Resources:

This YouTube video provides a useful introduction for students on some of the key principles behind academic integrity, including plagiarism

<https://www.youtube.com/watch?v=2wvXEO4Q44&feature=youtu.be>

Digital Citizenship

Participating in the digital world in a safe and responsible manner while acknowledging the level of accountability is important to us here in Jackson Main. The following websites provides resources including lesson plans to teach students about digital citizenship.

<http://www.digitalcitizenship.nsw.edu.au/>

<https://sites.google.com/a/baliis.net/pyp-digital-citizenship/pyp/pyp-1>

Review of the Academic Honesty Policy:

The academic honesty policy will be reviewed and updated annually by the Leadership team.

- Draft completed, April 2019
- Completed, May 2019
- Revised, November 2020

The NYS standardized tests encourage students to read a variety of texts in various formats with an increased level of text complexity. It inspires a deeper understanding of Math content through conceptual explorations.

Here at Jackson Main where standardized achievement tests are administered, school leaders and teachers will carefully consider the following IB recommendations:

1. the relevance of the tests to the students within our school
2. the relationship between what is being tested and school's programs
3. the impact of testing on teaching and learning
4. the usability of the data provided.

(adapted from Academic Honesty in the Educational Context).

Through curriculum alignment a standards document will be created and connected to the inquiry process. The analysis of data from these tests and determining the relationship among student cohorts and the program, will have an impact on student learning with positive results.

Review of the Assessment Policy:

This will be reviewed and updated annually by the leadership team.

- **Drafted: April 2019**
- **Completed: May 2019**
- **Revised: November 2020**
- **2nd revision April 2021**