**Philosophy of Assessment**

The community of Morris Brandon Elementary School recognizes assessment as the means to identify what students know, understand, and can do. Assessment administration involves the gathering of information about student performance – both formally and informally – as well as an analysis of that data in order to inform the next stages of teaching and learning.

In alignment with the Teacher Keys Effectiveness System (TKES), the evaluation instrument used to measure teacher performance, teachers are expected to “systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population” (GA Dept. of Education, 2014).

In the assessment process, all stakeholders – students, teachers, parents, and administrators – will have a clear understanding of the reason for any given assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

We believe that assessments ought to be:

* accurate, reliable, and fair so as to be free from cultural bias;
* consistent, clear, and concise;
* meaningful and thought-provoking;
* ongoing and engaging;
* accommodating of diverse learning styles;
* an opportunity for students to take a more active role and responsibility in their learning; and
* challenging.

**Definitions of Effective Assessment**

* **Pre-Assessment:** Assessment that is given before a unit or lesson of study to assist the teacher and student to determine the next steps of the learning path. Pre-assessment can take the form of a formal assessment, provocations, observations, discussions, journal writing, standardized test performance, or conferring.
* **Formative Assessment:** This form of assessment is used to determine if students are learning the skills, making connections to solidify enduring understandings, and demonstrating those understandings through the Approaches to Learning. It is woven throughout the daily learning process to direct and inform teaching. Formative assessments may occur through observations, discussions, exit tickets, homework, class activities, group work, quizzes, or written reflections.
* **Summative Assessment:** This form of assessment is used at the end of a transdisciplinary Unit of Inquiry or series of learning experiences so that students can comprehensively demonstrate, through the Approaches to Learning, the skills and understandings expected for that unit of study. Summative assessments may take the form of unit test, essays, research projects, experimental projects, oral presentations, journal writing, investigations, or problem-based inquiry projects.
* **Standardized Assessment:** This form of assessment is any test that requires all test takers to answer the same questions in the same way, and it is scored in a standard and consistent manner in order to make it possible to compare the relative performance of students. These assessments are aligned to learning outcome expectations established by the State of Georgia and/or Atlanta Public Schools. These assessments are given in consistent and regular increments throughout the school year.

**Assessment Administration at Morris Brandon Elementary School**

The following table includes a comprehensive list of assessments administered at the school, along with its purpose, and how the results are recorded and reported.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Assessment** | **Type** | **Purpose** | **Where/How data are recorded** | **How data are reported** |
| **Kindergarten** | GKIDS | Standardized Diagnostic  Formative  Summative | Provide ongoing information about Kindergarten students’ development in ELA, Math, and Personal/Social Development | GKIDS online platform | Report Card  Final report sent home to parents |
| MAP   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| Common Formative Assessments  (Exit tickets, cold reads, quizzes, mid-module [math], focused writing tasks [ELA] | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\*  (Content tests – end module [math], final writing task [ELA]; Projects; IB Summative | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| **1st Grade**  **1st Grade** | MAP   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| School-level Benchmark Assessments (Reading & Math) | Standardized  Formative | Measures mastery of core content knowledge in October and February. | APS Graphs  In-house database  Edutastic Database  (math / ELA)  Phoenix Database  (Science / Social Studies) | PLC  Inform future instruction |
| Common Formative Assessments  (Exit tickets, cold reads, quizzes, mid-module [math], focused writing tasks [ELA] | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\*  (Content tests – end module [math], final writing task [ELA]; Projects; IB Summative | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| **1 DLI** | STAMP  Spanish Proficiency | Summative | Measure growth in speaking and comprehension | District-level  (DLI & ESOL depts.) | Report sent home  Filed in PR folder. |
| **2nd Grade**  **2nd Grade** | MAP   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| School-level Benchmark Assessments (Reading & Math) | Standardized  Formative | Measures mastery of core content knowledge in October and February. | APS Graphs  In-house database  Edutastic Database  (math / ELA)  Phoenix Database  (Science / Social Studies) | PLC  Inform future instruction |
| Common Formative Assessments  (Exit tickets, cold reads, quizzes, mid-module [math], focused writing tasks [ELA] | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\*  (Content tests – end module [math], final writing task [ELA]; Projects; IB Summative | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| **2 DLI** | MAP (Spanish)   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| STAMP  Spanish Proficiency | Summative | Measure growth in speaking and comprehension | District-level  (DLI & ESOL depts.) | Report sent home  Filed in PR folder. |
| **3rd Grade**  **3rd Grade** | MAP   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| School-level Benchmark Assessments (Reading, Math, Social Studies, Science) | Standardized  Formative | Measures mastery of core content knowledge in October and February. | APS Graphs  In-house database  Edutastic Database  (math / ELA)  Phoenix Database  (Science / Social Studies) | PLC  Inform future instruction |
| Common Formative Assessments  (Exit tickets, cold reads, quizzes, mid-module [math], focused writing tasks [ELA] | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\*  (Content tests – end module [math], final writing task [ELA]; Projects; IB Summative | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Georgia Milestones Assessment (Reading / Math) | Standardized Summative | Measures mastery of core content knowledge. | SLDS  APS Graphs  GA DOE | Eligibility for interventions  Eligibility for Gifted services  CCRPI (school’s state report card)  Parents  Permanent Record |
| **3 DLI** | MAP (Spanish)   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| STAMP  Spanish Proficiency | Summative | Measure growth in speaking and comprehension | District-level  (DLI & ESOL depts.) | Report sent home  Filed in PR folder. |
| **4th Grade**  **4th Grade** | MAP   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| School-level Benchmark Assessments (Reading, Math, Social Studies, Science) | Standardized  Formative | Measures mastery of core content knowledge in October and February. | APS Graphs  In-house database  Edutastic Database  (math / ELA)  Phoenix Database  (Science / Social Studies) | PLC  Inform future instruction |
| Common Formative Assessments  (Exit tickets, cold reads, quizzes, mid-module [math], focused writing tasks [ELA] | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\*  (Content tests – end module [math], final writing task [ELA]; Projects; IB Summative | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| NAEP | Standardized | Compare students across the US in math and reading proficiency. | NAEP | The nation’s report card. |
| Georgia Milestones Assessment (Reading / Math) | Standardized Summative | Measures mastery of core content knowledge and year-over-year growth. | SLDS  APS Graphs  GA DOE | Eligibility for interventions  Eligibility for Gifted services  CCRPI (school’s state report card)  Parents  Permanent Record |
| **4 DLI** | MAP (Spanish)   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| STAMP  Spanish Proficiency | Summative | * Measure growth in speaking and comprehension | District-level  (DLI & ESOL depts.) | Report sent home  Filed in PR folder. |
| **5th Grade**  **5th Grade** | MAP   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students   * Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| District Benchmark Assessments (Reading, Math, Social Studies, Science) | Standardized  Formative | Measures mastery of core content knowledge in October and February. | APS Graphs  In-house database  Edutastic Database  (math / ELA)  Phoenix Database  (Science / Social Studies) | PLC  Inform future instruction |
| Common Formative Assessments  (Exit tickets, cold reads, quizzes, mid-module [math], focused writing tasks [ELA] | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\*  (Content tests – end module [math], final writing task [ELA]; Projects; IB Summative | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Edutastic Database  Rubric  Toddle Portfolio | Sent home for parents/students to review.  PLC conversation  Report Card  IB Reflection |
| Exhibition | Summative | * Culminating project that showcases all elements of PYP. | Rubrics  Infinite Campus  Toddle Portfolio | Sent home for parents/students to review.  Report Card  IB Reflection  Toddle |
| Georgia Milestones Assessment (all core subjects) | Standardized Summative | Measures mastery of core content knowledge and year-over-year growth. | SLDS  APS Graphs  GA DOE | Eligibility for interventions  Eligibility for Gifted services  CCRPI (school’s state report card)  Parents  Permanent Record |
| **5 DLI** | MAP (Spanish)   * Fluency * Reading * Math | Standardized  Diagnostic  Formative | 1st administration – to determine level of students  Subsequent administrations – to monitor student growth and progress. | MAP platform  APS Graphs  In-house Data tracker | PLC  Shared with parents during conferences.  Used to determine eligibility for additional academic support.  Class placements for following school year. |
| STAMP  Spanish Proficiency | Summative | * Measure growth in speaking and comprehension | District-level  (DLI & ESOL depts.) | Report sent home  Filed in PR folder. |
| **Gifted Screening**  **Gifted Screening** | MAP Test (K-5)  [**M**easures of **A**cademic **P**rogress] | Standardized Formative | Measures achievement in reading and math. | SLDS | Student ranking by grade level  Summary sent to parents  Copy in PR folder  Parent conference upon request |
| COGAT Test  [**Cog**native **A**bilities **T**est] | Standardized Formative | Measure ability to reason and process information. | SLDS | Student ranking by grade level  Summary sent to parents  Copy in PR folder  Parent conference upon request |
| TTCT Test  [**T**orrance **T**est of **C**reative **T**hinking] | Standardized Formative | Measures creativity | SLDS | Summary sent to parents  Copy in PR folder  Parent conference upon request |
| GRS  [**G**ifted **R**ating **S**cale] | Standardized Formative | Norm-referenced rating scales covering six domains: intellectual, academic, motivation, creativity, leadership, and artistic talent. | SLDS | Summary sent to parents.  Copy in PR folder  Parent conference upon request |
| **ESOL** | ACCESS Test | Standardized Formative & Summative | Measures English language proficiency level. | WIDA Consortium | Summative ACCESS sent home in report card and PR folder. |
| **Physical Education**  **Physical Education** | 1st-3rd Grades  FitnessGram  Height/Weight Assessment | Formative | Measures students height/weight | GA DOE  GA FitnessGram | Reported to state |
| 4th-5th Grades  Fitnessram  Fitness Test | Summative | Measures final fitness benchmarks determined by the state. | GA DOE  GA FitnessGram | Sent home in final report card  Reported to state |
| Common Formative Assessments | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\* | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Rubric  Toddle Portfolio | Sent home for parents/students to review.  PLC conversation  Report Card  IB Reflection |
| **Music**  **Art**  **French** | Common Formative Assessments | Formative | Measures assessment for learning in order to inform instruction and/or progress monitor for interventions | Infinite Campus  Rubric  Toddle Portfolio | Sent home for parents/students to see.  PLC conversation  Report Card  IB Reflection |
| Common Summative Assessments\*\* | Summative | Measures assessment of learning in alignment with content objectives, central idea, unit concepts, approaches to learning, and learner profile.  May also be used for progress monitoring for interventions. | Infinite Campus  Rubric  Toddle Portfolio | Sent home for parents/students to review.  PLC conversation  Report Card  IB Reflection |
| **Social Emotional Learning** | BASC3 / BESS | Formative | Assess behavioral and emotional strengths and growth opportunities.  Provides information to help focus effort/time on students with highest emotional needs. | Review360 Platform (Pearson) | Sent home for parents to review.  SST Referral |

*\*\*Per Atlanta Public Schools policy (IHA-R(1), §1.8, 2019): "Students who have not yet provided evidence of mastery [t<70%] should have opportunities to receive reteaching and be reassessed prior to final grades being entered.”*

**Roles & Responsibilities**

Morris Brandon Elementary is continually informed of the IB programme standards through professional learning and community workshops. We are also committed to the IB programme standards and practices through the employment of a full-time PYP specialists, IB newsletters, and websites that relate to teaching and learning.

The IB / Student Life Leadership Team ensures that the assessment policy supports the PYP philosophy. Common planning and training ensure all teachers are PYP teachers and part of the PYP community. Teachers, support staff, administrators, and PYP specialist are responsible for communicating the assessment policy to the Morris Brandon community via the website, faculty handbook, and student handbook.

The head-of-school, PYP specialist, and district program coordinator are responsible for providing opportunities for teachers’ professional learning regarding assessment of, and for, teaching and learning.

**Assessment Policy Review**

The assessment policy will be formally reviewed, as needed, by Morris Brandon Elementary School’s staff and community stakeholders at least once each year in order to adapt to changing best practices, changes to the Primary Years Programme, and changes to the needs of our community. The effectiveness of this policy will be reflected in our assessment data and feedback from stakeholders. We welcome comments and recommendations on this policy at any time.

DEVELOPED: August 2016

REVISED: 15 September, 2021