Assessment Policy
Antietam Elementary School, 2020-2021

Philosophy

At Antietam Elementary, assessment influences both teaching and learning and is an essential part of constant learning and growing. We believe students become self-regulated learners when they are involved in all aspects of the assessment process. Teachers are more effective when they are cognizant of what students know and what their students are able to do. We believe it is important to reflect on student learning individually, with students, and with other educators as a way to plan for next steps in supporting the learning process. It is important that all members of the learning community remain informed of student learning through a variety of reporting methods.

Purpose

We believe that assessment guides us in the development of continuous learning and growth. We use assessment to help inform the teachers, students, and parents of the learning that is happening in the classroom. We also use assessment results and observations to help teachers, students, and parents to reflect on the learning that has happened and use it to guide future learning to help grow skills, content knowledge and concepts, and make adjustments to teacher and student approaches to teaching and learning. We also use assessment results to report learning to the learning community which we also refer to as stakeholders. The stakeholders include the county and state education officials.

Practice

What we assess, how we assess and the measurement tools we use
At Antietam we assess knowledge, skills, conceptual understanding and essential understandings from the Virginia Standards of Learning and the Prince William County curriculum in the areas of language arts (reading and writing), math, science and social studies. We also assess elements of the PYP. We monitor student growth in these areas through teacher observation, anecdotal notes, student feedback, discussions, peer feedback and student reflection. Assessment timelines are mapped out at the beginning of the year. We also assess in the following ways:

Reading: We assess foundational reading skills using checklists in kindergarten that measure letter, letter sound and sight word identification. We use the DRA2 and running records to measure independent and instructional reading levels. We use Benchmark Universe online reading tests at the beginning, middle, and end of year to measure reading comprehension skills as represented by the Virginia Standards of Learning. We monitor student knowledge in reading daily through teacher observation, student feedback, discussions, and student reflection.

Writing: We use the PWCS writing continuum to evaluate writing skills using quarterly writing prompts as writing samples. This continuum provides developmental levels in the areas of composing and mechanics. ESOL student writing is also analyzed using the WIDA writing

rubric, which includes levels based on linguistic complexity, language forms, and vocabulary usage.

Math: We use foundational math skill checklists, end of unit math tests, pre- and post- unit math tests, beginning, middle and end of year math tests to assess learning of content skills represented by the Virginia Standards of Learning. We also use county provided common formative assessments that assess math knowledge included in the Virginia Standards of Learning.

Science: We use county-provided end of unit tests for grades 2-5 to assess science content knowledge represented by the Virginia Standards of Learning. We use a combination of paper and online measurement tools.

Social Studies: We use county-provided end of unit tests for grades 2-5 represented by the Virginia Standards of Learning. We use a combination of paper and online measurement tools.

Students with special needs: These students may be assessed using the methods stated above, but also are assessed using the following tools: Brigance, ABLLS, VB-MAPP.

Standards-Based Grading or Mastery Grading: We use standards-based grading which means students can retake any test in any subject area until they show understanding of the Virginia Standard. Student conferences between teachers and students are held after tests are given to reflect on the assessment and then a plan is created to extend the student's learning to a level of mastery. They are then assessed again, and grades are changed to reflect their knowledge of the standard.

State Required Assessments: The Math and Reading Virginia Standards of Learning tests for grades 3-5 are given near the end of the year. Also, the Virginia Studies Standards of Learning test is given in 4th grade. The Science Standards of Learning test is given at the end of 5th grade. Students identified with significant cognitive disabilities take the Virginia Alternate Standards of Learning test. Students in kindergarten through 2nd grade take the PALS (phonological awareness literacy screening) in the fall, mid-year, and at the end of the school year. Third graders that are new to our county take the PALS in the fall of 3rd grade and in the spring; all the students that failed the PALS at the end of 2nd grade are retested in 3rd grade.

Available Testing Accommodations: English Language Learners, or ESOL students, have the following testing accommodations available to them throughout the year: the use of English or bilingual dictionaries, audio tests for math, science or social studies, or read-aloud for those same subject areas. Students with disabilities have a wide range of testing accommodations available to them. Their testing accommodations are decided at their yearly IEP meetings by the IEP team which may include a classroom teacher, administrator, parent and any specialist that also works with the student. These accommodations include read aloud, extended time, flexible schedule (breaks), and use of a calculator.

Online assessments and measurement tools: STAR MATH, Benchmark Universe (used for reading comprehension assessment), Naiku (consists of a variety of teacher-developed

assessments in multiple content areas), Dreambox (an adaptive math learning tool that is aligned with the Virginia Standards of Learning)

District Wide Assessments: Specifically identified English Language Learners (ESOL students) take the WIDA ACCESS test annually to measure their English in the areas of reading, writing, listening and speaking until the students reach a level where they can exit the program. Students in grades 2 take the Naglieri and students in grade 3 take the COGAT.

Reporting Learning: At Antietam we document learning on grade-level digital "dashboards." This documentation is shared with all the grade level teachers, administration, specialists and the area associate superintendent. We hold monthly data meetings with an administrator, grade level teachers, special education teachers, ESOL teachers, and reading specialists to discuss the data dashboard. Data is also discussed in weekly grade level math and reading PLCs (professional learning communities) and on grade level planning days. The digital data dashboard reflects results of the measurement tools such as the PALS, DRA2, writing continuum, content end of unit tests, Benchmark Universe online reading tests and kindergarten skills checklists. Learning is also documented on a county-provided online database that is shared with families called "The HUB." Families have live access to all grades and this data base is updated weekly. Families are also provided with County Wide Report Cards every quarter; November, February, April and June. Students in grades 3-5 that are taking the yearly Standards of Learning assessments find out the test scores at the end of the school year. Results from the yearly WIDA ACCESS test are also available at the end of the school year.

IB PYP: We assess the growth in the PYP using digital portfolios in See Saw. The portfolios contain student reflections regarding their work within the planner. The student work posted in See Saw by the student includes a reflection (written, audio or video). Students share what they learned, their reasons for choosing to feature a piece of work, and how it ties to the transdisciplinary theme or how it ties to any of the essential elements that were focused on during the planner; for example, the focus key concept, learner profile attribute or the skills from the approaches to learning category (thinking, self-management, etc). The objective is that the student connects their reflection to the planner specifically. We also use exhibition as a culminating project in the final year of the PYP to assess their knowledge of the PYP and to allow for student initiated and planned action.

Policy Review

This policy will be shared at the beginning of every year with leadership and then with the staff at an in-person staff meeting the week prior to school starting. It will also be shared with PAC (principal's advisory committee) at the first in-person meeting. Prior to these meetings, the policies will be made available to these stakeholders virtually and will include a Google form as a survey where they can make comments to be considered to adjust the policy. After approval from these 3 groups, these policies will be available to the community on our school webpage under the IB tab. They will also be stored in the One Drive for the coordinator to keep track of important school IB documents and be make available to staff in the IB folder in the faculty Teams group in a file titled IB.