

Tuscaloosa Magnet School  
Assessment Policy

The purpose of this document is to provide insight into the policies, practices and procedures with regards to assessment at TMSE.

**Philosophy**(Policies)

At TMSE, we believe that assessment is best utilized to guide teachers and administrators in both the planning for and the implementation of instruction. Therefore, we assess first and then plan for instruction. We seek parent input in an effort to maintain transparency in our program as assessments should create dialogue with parents and schools. Assessment of ALCOS and Common Core standards are what will be reported on student report cards. Enrichment activities will be reported for the purpose of parent communication and transparency of the program.

**Action Steps**(Practices)

At TMSE, we assess in a variety of ways. Assessment is conducted formally and informally and can be formative or summative. In all cases, assessing students is a daily, fluid practice in all classes.

***According to IB Philosophy; teachers, parents, and students will assess, record and report learning throughout the following:***

- ***Units of Inquiry***
- ***Learner Profile***
- ***Student Portfolios***
- ***Conferencing***
- ***Standardized Assessments(DIBELS/ARMT +)***

Because assessments guide planning and instruction, TMSE will assess in a variety of ways on a daily basis. Assessments will be reflected in different ways, but each assessment(formal and informal) will be authentic. Therefore reading will be assessed by reading, mathematics will be assessed through math, etc. Through the use of whole group, small group and individual conferencing, standards will be assessed according to ALCOS(Common Core) benchmarks. These assessments will allow all stakeholders to reflect on the learning outcomes and the actual learning except in the case of pre-assessment whereby prior knowledge is assessed to plan for instruction. In the case of Mathematics, compacting may be used. In all classes, students will complete written reflection pieces on a weekly basis. These may be digital or manually produced. (Procedures)

**Teacher roles in assessment include the following:**

- compile/develop assessments
- evaluate assessments
- administer assessments
- reflect on assessments
- communicate data attained

**Student roles in assessment include the following:**

- develop assessments(self)
- evaluate assessments
- complete assessments
- reflect and report data

**Parent roles in assessment include the following:**

- review assessments
- reflect on assessments
- provide feedback to school on assessments

According to IB, each Unit of Inquiry will have multiple formative assessments as well as at least one summative assessment. Parents will be made aware of specific examples of assessments used when possible. At the beginning of and conclusion of each Unit of Inquiry, parents will have opportunity to provide feedback on the assessments as well as the unit.

### **Unit of Inquiry**

**purpose:** Each Unit of Inquiry will include both formative and summative assessments using formal and informal methods. They will be fair(not always equal) and consistent throughout grade levels within the planner to maintain the integrity the written curriculum. All assessments will be explained to the children by detailing the essential elements being assessed: Knowledge; Concepts, Skills, and Attitudes; Action. Many of the following methods will be used in assessing students-exemplars(student samples), anecdotal records, checklists, rubrics(student and teacher created), open-ended tasks, and performance tasks. These will take place through observation, performance, process-focused activities, and selected response(tests and quizzes).

**Summative assessments** are used to assess the learner's knowledge at the end of a Unit of Inquiry, while **Formative assessments** are used along the way.

### **Learner Profile**

**purpose:** The purpose of the Learner Profile is to allow learners to reflect on the attributes of an IB Learner. Each attribute will be woven throughout the POI and subsequent Units of Inquiry. While students will not be given grades on the Learner Profile, teachers will report Learner Profile development in each child periodically.

### **Student Portfolios**

**purpose:** The purpose of student portfolios at TMSE is to provide both information on the process and an indication of growth throughout the PYP. As an assessment piece, the portfolio will serve as a container of assessed material(formative and summative) selected by students and teachers alike.

The following guidelines will be used to develop each student's portfolio:

- **student pieces will be divided by Transdisciplinary Theme and ordered with the most recent piece(grade) on top**
- **two pieces will be chosen per theme(1 student/1 teacher)**
- **through the course of one year, at least 1 summative assessment piece will be selected**
- **for each TEACHER selected piece, students will complete a reflection on the selection\***
- **for each STUDENT selected piece, students will complete a rationale on the selection**

\*teacher will provide follow up comments on reflection

### **Conferences**

At TMSE, assessment data will be reported throughout the year. Through the use of formal conferencing, all stakeholders will have an opportunity to review assessed material and curriculum. Additionally, assessment data will be reported when available through parent communication folders(Eagles) and upon parent request. A minimum of two formal conferences will take place each year unless otherwise needed according to the TMSE Exit Plan. For more information on the Exit Plan, see attached document. In the Fall of each year, parents and teachers will conference during the second 9-weeks grading period according to the TCBOE calendar. In the Spring of each year, teachers will organize student led conferences.

### **Parent-Teacher(FALL)**

Teachers will conference with parents one time in the fall unless otherwise necessary. As part of each conference, teachers and parents will discuss the following items:

- **portfolios(work samples/expectations)**
- **learner profile(behavior)**
- **Assessments(upcoming and ongoing)**

Teachers will provide written reflection after the conference.

**Student Led(SPRING)**

Students will conference with parents without teacher intervention unless necessary for guidance. As part of each conference, students will discuss the following items:

- **portfolios**
- **learner profile**
- **reflection**

\*Parents will provide a written reflection to student after the conference. An *I see...I think...I wonder* will be used as the communication tool.

Parents may request assessment data on their child at any time throughout the course of the school year, but data should remain confidential among other stakeholders as the data attained is specific to the child and may not be the same for all students. This philosophy supports our differentiated instructional model(Wormeli, 2006).

**Standardized Assessments-schedule published by TCBOE**

**Universal ScreenerTCBOE)**

**DIBELS(ALSDE)**

**ARMT+(ALSDE)**

**Criterion Referenced Tests-when appropriate(TMSE)**

In addition to these standard assessments, TMSE will implement ongoing(informal) assessments within the classroom. Reporting of the data will take place as needed.

TMSE will establish a **Parent Action Committee(PAC)** in order to communicate expectations and procedures to all stakeholders and include them in the process of assessment within the PYP.

***TMSE is a magnet program based on academics. As such, TMSE will use standardized assessments listed above in order to accept prospective students according to TCBOE policy.***