

Woodmoor Elementary Assessment Policy, 2020 - 2021

I. Woodmoor Philosophy/Approach to Assessment

The staff at Woodmoor Elementary believe that the purpose of assessment is to measure the effectiveness of teaching and learning. Assessment serves as evidence of students' conceptual understanding and abilities; therefore, assessments are used prior to and throughout units of study to monitor and measure student learning.

Assessment should be frequent, varied, and authentic to provide meaningful data about student progress. Feedback, in the form of self-assessment and feedback from peers and teachers, encourages students to adjust their learning as needed. The evidence collected from assessments allows teachers to guide future instruction. Assessment data allows teachers to strategically realign instruction and provide remediation and enrichment to respond to students' needs. By documenting and reporting on student learning, stakeholders and families are informed of student learning, as grading and marking reflect students' progress toward the grade-level standard. Reflecting on school-wide assessment data allows teachers to adjust practices and contribute to the programme's successful implementation.

II. Types of Assessments Used

The Woodmoor learning community believes that a variety of assessment strategies should be used to collect information on the effectiveness of teaching and learning. Classroom assessments are ongoing, occur authentically, and inform and support instruction. Assessments inform instructional decision-making and planning; therefore, formative assessments are essential.

a. Formative

The staff at Woodmoor Elementary use the following forms of formative assessment to inform instruction:

- exit ticket
- specific questioning
- analyze class work
- observation
- anecdotal records/checklists
- classroom discussion
- student self-assessment
- student-created displays
- Fountas and Pinnell Guided Reading
- DIBELS
- tools for virtual learning such as polls, the chat feature, and hold ups such as whiteboards, paper, body gestures), quick writes on Jamboard, etc.

b. Summative

The staff at Woodmoor Elementary use the following forms of summative assessment to inform instruction:

- unit tests and quizzes
- projects
- written responses
- oral presentations

c. Assessing Units of Inquiry

Within each unit of inquiry, students take assessments that demonstrate their understanding of the central idea and their progress toward the success criteria. These assessments may take many forms, including project-based assessments, written responses, etc., and are selected or collaboratively created by the grade level team. These assessments provide specific feedback and encourage further student reflection.

d. Assessing the Learner Profile

Each unit of inquiry specifically focuses on learner attributes. Throughout each unit, students discuss and explore these attributes. Teachers provide feedback about students' demonstration of learner profile attributes. Students may self-assess their learner profile and make goals or plans to progress in areas where they see fit.

e. Student Portfolios

Beginning in the second semester, students in each classroom will maintain a student portfolio. Grade level teams will determine each grade's organizational structure, but the portfolios' contents will be consistent across the school.

Artifacts will include:

- Unit of inquiry snapshot
- Grade level selected work sample from each unit of inquiry, summative assessments recommended (Each grade level will decide before the beginning of each unit what assignment will be included across the entire grade.)
- Student-selected work sample from each unit of inquiry
- Other work samples, either teacher or student-selected

f. State and County Mandated Assessments

In addition to assessments determined by the teacher, students in grades three through five at Woodmoor Elementary take The Maryland Comprehensive Assessment Program (MCAP) to measure students' proficiency in reading and math. Students in grade five also participate in the Maryland State Assessment for Science. Students in grades one through five take the Measures of Academic Progress (MAP) assessment. Grades one and two participate in MAPs three times a year, and grades three through

five take the MAP assessment two times a year. Our students in Kindergarten participate in MAP assessments twice a year and a selected group of kindergarten students, identified by the State of Maryland, are screened for Kindergarten Readiness Assessment at the start of the school year.

III. Assessment Reporting

Students at Woodmoor Elementary receive a report card at the end of each quarter. At the end of the first marking period, families are invited to conference with their child's teacher(s). Subsequent conferences are offered and encouraged throughout the school year to ensure families are apprised of student learning and progress. Prior to virtual learning, student progress and grades were shared with families through communication folders. These folders were sent home every Thursday and contained graded work as well as assignments with written feedback. Currently, families and students have access to students' grades and practice assignments through Schoology, an online platform through Baltimore County Public Schools.

If a student demonstrates academic and/or behavioral needs, the teacher may refer the student to the Student Support Team. The Student Support Team, SST, is a collaborative team that may consist of the team chair, teachers, school psychologist, special educators, general educators, resource staff, and the child's family. The team works together to address student concerns and can refer a student to the IEP team to conduct formal assessments if necessary.

IV. Policy Revision and Communication

This policy was created with collaboration from members of the Woodmoor Elementary Community. It was shared with parents and community stakeholders through the Magnet Advisory Council to solicit feedback. We understand that for an assessment to be beneficial, it must be responsive to student needs. As student needs are ever-changing, we recognize that our assessment policy must be revisited and revised periodically. The assessment policy will be revisited for revisions at the beginning of each school year. Throughout the year, the policy will be revisited as necessary.