



ASSESSMENT POLICY

MISSION

The mission of ALBA School is founded on the conviction that bilingual students can reach their full potential academically, in English and Spanish, when challenged through a rigorous curriculum that develops critical thinking, problem solving, and creativity through the integration of the fine arts. Our students will develop self-confidence and self-worth as their Hispanic cultural identity is both recognized and valued through the curriculum as they prepare to be internationally minded life-long learners. Parents are vital partners in this mission.

STATEMENT OF BELIEF

Assessment is the integral to all teaching and learning. We believe that assessment of student learning, thinking, language and development is a critical part of education. ALBA School strives to develop assessment practices that support and enrich our students' learning, motivation and long-term development. The prime objective of assessment in the Primary Years Programme and the Middle Years Programme is to provide feedback on the learning process.

We believe the purpose of assessment is to communicate to students and parents areas of strength and needed growth through various types of authentic assessment. Parents also gain information concerning their child's status in relation to grade level expectations and state standards. Students are actively engaged in self-assessment as part of the development of their wider critical-thinking and self-assessment skills. It is a purposeful tool that enables students to set and achieve individualized goals and provides opportunities to reflect on that data. For teachers, regular assessments gather information to adjust instruction for continued learning.

Assessments also support student learning by allowing all stakeholders the tools to monitor students' skills and abilities and provide an avenue for reflection and feedback in order to promote each student's individual development. Quality assessment is based on the understanding of skills and knowledge taught. It embraces the continuum of what students know, are able to do, and are ready to learn. It is defined by integration of the following components:

ASSESSMENT IN THE CLASSROOM

Pre-Assessment occurs before students engage in new learning. It activates prior knowledge, experiences and dictates further learning. Pre-assessment is also given before teaching major concepts. Teachers can then determine whether the student already mastered the concept or where targeted instruction is needed. Pre-assessment is done in each unit through: oral discussion, the use of "I wonder" boards, KWL charts, other graphic organizers, or through a provocation activity.

Formative Assessment is incorporated into the daily learning process. This type of assessment provides regular and frequent feedback to the teacher and the student. It provides teachers with the information to adjust instruction and differentiate to meet the unique needs of students. Formative assessments in relation to the lines of inquiry are developed as common assessments. Common formative assessments are utilized in reading and writing in Spanish and English and in math by grade level.

Summative Assessments are given to determine the student's progress in learning major concepts or areas of instruction. It gives students the opportunity to demonstrate what has been learned by applying their knowledge in new and authentic ways. These summative assessments show the student's growth trajectory throughout the school year. The central idea of each planner is assessed through a summative assessment.

Student Self-Assessment is woven throughout daily learning to engage students in metacognitive reflection as a continual improvement process. Students set goals and reflect on their progress in meeting those goals. Each unit of inquiry includes a self-assessment.

ASSESSMENT RECORDING AND REPORTING

Standards based report cards are shared with parents at the conclusion of each quarter. Grading is based on levels of mastery toward Common Core State Standards. Standards-Based Grading is based on evidence of student progress towards grade level standards. It reflects what students know and can do. Uses a proficiency based scoring system to record progress over time with new evidence replacing old evidence. Standards based grading holds students accountable to high standards.

Assessments in both the Primary Year and Middle Year Programme units include both formative and summative assessment. Formative assessment tasks are designed to assess learning related to the lines and statements of inquiry. Summative tasks are designed to assess understanding of the concepts within the central idea. The transdisciplinary and MYP units are scored based on standards mastery and utilized in the report card. In addition, [Transdisciplinary Unit Assessment Sheets](#) and MYP rubrics are shared with families and kept in the portfolio.

Parent-teacher conferences are held twice a year, and informal conferences are held on an on-going basis. Parents also have access online to student grades. Formal district and state assessment results shared with parents as available. The results are also stored on the student database system.

Portfolios

A portfolio is a method of collecting and documenting student progress and achievement. Each portfolio contains samples of student work and is designed to serve two main purposes. First, portfolios are utilized by students to view their body of work and to explore their growth over time. Second, portfolios are an important means of communication between the school and the parent. Portfolios help parents to see their child's development throughout the year. The authentic work assembled in the portfolio is representative of the child's true abilities and will

reflect aspects of the International Baccalaureate PYP and MYP attitudes, trans-disciplinary and inter-disciplinary skills, and learner profiles that may otherwise go unnoticed.

Exhibition

The culminating experience of the PYP occurs in grade five. All fifth grade students will participate in an authentic summative, collaborative inquiry project known as the Exhibition. The exhibition is a self-directed experience in which students demonstrate their understanding of the essential elements of the PYP program. Students select a research question based on a real-world problem, investigate and conduct research, explore solutions, collaborate with peers, prepare a presentation, and present their project to their peers and the community. Teachers provide feedback on the project so that it best represents their learning in the Primary Years Programme. While the exhibition is not for a grade, students are assessed during the process.

Community Service Project

The culminating experience of the MYP occurs in grade eight. All eighth grade students will participate in an authentic summative, collaborative inquiry project known as the Community Service Project. As part of this project, students will publish their work and develop a plan to impact their community. Service as action is a foundational element of the International Baccalaureate (IB) Middle Years Programme (MYP). It seeks to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Service as action requires students to engage with their local community through community or personal projects and provides opportunities for students to explore, design, implement, and reflect on their efforts to positively impact their local environment. Through service as action experiences, students learn the value of community participation and gain a deeper understanding of the issues facing their immediate surroundings.

Assessment Accommodations

Assessment accommodations are provided for students receiving special education services, with 504 plans and English Language Learners. However, not all students will need assessment accommodations. Accommodations and supports are practices and procedures that provide equitable access to grade-level content. They are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

External Assessments

WI Forward Exam: State Assessments are given to students in grades 3 through 8 at ALBA. Annually students take English Language Arts/Reading and Math assessments each spring. In 4th and 8th grade students also take exams in Social Studies and Science. The School Governing Body uses the student scores in reporting charter contract compliance measures.

District Benchmark Screeners: Assessments are given three times a year to monitor student learning, effectiveness of instruction, and needs for intervention or enrichment. Spanish Early literacy is assessed in K4 through 1st grades, Spanish and English reading are assessed in 2nd-8th grades, and Math is assessed in 1st-8th grades in both languages. The

Pedagogical team uses the scores to determine the effectiveness of the School Improvement Plan. Teachers use the student scores to best engage and serve the needs of their students. The

scores are also used by teachers to measure academic language proficiency in the two languages.

CogAt Test (Cognitive Abilities Test) is administered to all second graders annually. It measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. The results of this test are used by the district to identify students who are gifted and talented.

ACCESS for ELLs Test students identified as English Learners (ELs) are required to be assessed annually to determine their level of English language proficiency (ELP) and ensure that they are progressing in achieving full English proficiency. The pedagogical team utilizes this data in determining programming for the next year. The data is also used for state and federal reporting purposes.

NAEP (National Assessment of Educational Progress) is administered to a random selection of 4th grade students. This data is used to create the Nation's Report Card. As a school community, the ALBA staff, administration and Governance Board has been involved in the development of the Assessment Policy. This policy will be reviewed and revised biannually.

