

St. Anthony Academy



Assessment Policy



“Setting High Expectations Makes a World of Difference”

	<p>The purpose of this policy is to clarify to all stakeholders (students, parents, teachers, and administrators) the processes of assessment at St. Anthony</p>
<p>Philosophy</p>	<p>Assessments are used to guide students through the PYP Essential Elements of Learning;</p> <ul style="list-style-type: none"> • Acquisition of Knowledge • Understanding of Key Concepts • Mastering of Skills • Development of Attitudes • The decision to take Action <p>At St. Anthony, we believe...</p> <ul style="list-style-type: none"> • assessments should drive instruction and planning • in using pre-assessments to evaluate where students are and to differentiate instructional practices • in using both formative and summative assessments • assessments should demonstrate student growth • assessments are connected to teaching • assessments communicate progress to all stakeholders • in using a variety of assessment tools to measure student growth and to evaluate student performance
<p>Purpose</p>	<p>At St. Anthony, we assess to...</p> <ul style="list-style-type: none"> • monitor student progress • adjust teaching strategies to meet the needs of individual students • demonstrate student mastery • provide opportunities for students to show what they have learned • determine prior knowledge • promote vertical and horizontal planning • communicate to all stakeholders that learning has taken place • set student goals • encourage excellence • showcase student’s skills • identify and diagnose the special needs of students
<p>Reporting</p>	<p>Student progress is reported in a variety of ways including...</p> <ul style="list-style-type: none"> • Websmart (JR3)(our online grade reporting system) • Three Week Progress Reports • Six Weeks Report Cards • IB Report Cards (Learner Profile & Student Attitudes-Each Six Weeks) • PYP Units of Inquiry Report (Each Six Weeks) • Student Led Conferences • Parent/Teacher Conferences • 5th Grade Exhibition • Student Learner Profile and Attitudes Surveys • Tuesday Folders • Parent phone calls • Texas Primary Reading Inventory (TPRI) (Beginning, Middle, End) • State of Texas Assessment of Academic Readiness (STAAR) results

<p>Kinds of Assessments</p>	<ul style="list-style-type: none"> • TerraNova Achievement Test results • Diagnostic and Pre-Assessments allows the teacher to gather information about the current level of student understanding regarding a particular topic and to plan appropriate lessons. Examples of: B.O.Y., KWL charts, Q&A, teacher observations, writing assessments, Checkpoint scores, running records, TPRI and DIBELS. • Formative Assessments allows the teacher to monitor student progress throughout lessons. They drive instruction by allowing the teacher to gain more knowledge of students’ strengths and weaknesses. Examples of formative assessments include: district level checkpoints, teacher observations, KWL charts, written assessments, reflection journals, Venn diagrams, observations, practice writing tests, teacher made tests, checklists, and anecdotal records • Summative Assessments allows the teachers to assess mastery and evaluate student performance at the end of teaching and or at the end of a unit if inquiry. Summative Assessments include: State of Texas Assessment of Academic Readiness (STAAR) portfolios, running records, Texas Primary Inventory (End of Year) and the TerraNova Achievement Test
<p>Effective Assessments</p>	<p>With effective assessments students can:</p> <ul style="list-style-type: none"> • Receive feedback • Set academic and personal growth goals • Provide opportunities to show growth • Demonstrate mastery • Get support in weaker areas through formative assessments • Feel successful • Reflect upon their own learning <p>With effective assessments teachers can:</p> <ul style="list-style-type: none"> • Re-teach and adjust their instructional methods • Reflect on student learning • Differentiate • Assign appropriate student groups • Reflect on the unit of inquiry • Pursue professional development related to student needs • Measure student performance • Provide documentation for parents and the community that learning is taking place <p>With effective assessments parents can:</p> <ul style="list-style-type: none"> • Assist their child with areas of need • See their child’s growth and monitor progress through reliable evidence • Participate in their child’s learning • Reward for hard work
<p>Strategies for Differentiation based on student needs</p>	<ul style="list-style-type: none"> • Oral Assessments • Observations • Performance Assessments • Open –ended responses • Use manipulatives, pictures, diagrams, other educational aids • Study Guides • Above and below grade level materials

Assessment Policy

Assessment Tools	<ul style="list-style-type: none">• Rubrics• Checklists• Standardized Tests• Checkpoint Assessments or Benchmarks• Portfolios• Anecdotal Records• Reflections
-------------------------	---