

Wellwood International's Assessment Policy

I. Wellwood Philosophy and Approach to Assessment

The staff at Wellwood International believe that the ultimate purpose of assessment is to measure the effectiveness of teaching and learning. Assessments are carefully utilized at all grade levels to promote the acquisition of knowledge and measure growth and understanding. Purposeful assessments are assigned to students in order to collect relevant and meaningful data. The data collected from assessments is then used to inform the teachers' next steps and is utilized for planning to realign daily instruction. Assessment data allows teachers to intentionally differentiate instruction to provide remediation and enrichment as necessary. Small group instruction is structured based on data gathered from various assessments and is flexible and responsive to the needs of individual students.

Assessments encompass the five essential elements of the Primary Years Programme. Knowledge is assessed through various forms of formative and summative assessments. The key concepts of the Primary Years Programme are utilized to develop students' conceptual understandings in a unit of inquiry. Furthermore, students work to develop transdisciplinary skills that support their ability to make sense of and understand the world around them. The Wellwood International staff works to develop the attitudes and attributes that we believe will make students successful in life. We encourage and foster action in order to make our world a more caring and peaceful place.

II. Types of Assessments Used

The Wellwood community believes that assessments take many forms. Classroom assessments are ongoing, occur naturally and inform and support instruction without taking away from it. Assessments are crucial for planning, therefore formative assessments are important and powerful.

a. Formative

The staff at Wellwood International use the following forms of formative assessment to inform instruction:

- Exit ticket
- Specific questioning
- Analyze class work
- Observation
- Anecdotal records/checklists
- Oral reports
- Classroom discussion
- Collaborative assignments (eg. Team Challenges)
- Student created anchor charts, displays
- Decoding surveys
- Fountas and Pinnell Guided Reading
- DIBELS

b. Summative

The staff at Wellwood International use the following forms of summative assessment to inform instruction:

- Unit tests and quizzes
- Projects
- Oral Presentations

- Norm-referenced Checklists

c. Assessing Units of Inquiry

Each unit of inquiry ends with a summative assessment task that shows students' understanding of the unit's central idea. These summative tasks may take many forms but all are created collaboratively by the grade level team. Teachers use a rubric that was designed by the grade level to ensure consistency across the grade level. These assessments provide specific feedback and encourage further student reflection.

d. Assessing the Learner Profile

Each unit of inquiry specifically focuses on three learner attributes. Throughout each unit, students have the opportunity to discuss and explore these attributes. At the end of the unit students and teachers complete an assessment regarding the three attributes. These reflections are kept in student portfolios.

e. Student Portfolios

Students in each classroom maintain a student portfolio. Grade level teams determined the organizational structure for each grade, but the contents of portfolios are consistent across the school.

Artifacts will include:

- Attribute reflection from the end of each unit of inquiry (UOI)
- Grade level selected work sample from each UOI, 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 UOI
- Math unit assessments
- Other work samples, either teacher or student selected
- Weekly Behavior Expectations Reflections

Please see Wellwood's Portfolio Guidelines for more specific information.

f. State and County Mandated Assessments

In addition to assessments determined by the teacher, students in grades three through five at Wellwood International participate in PARCC, through the Partnership of Readiness for College and Careers to measure student proficiency in Reading and Math. Students in grade five also participate in the Maryland State Assessment for Science. Students in grades one through five participate in MAP, Measures of Academic Progress. Grades one and two participate in MAPs three times a year and grades three through five participate two times a year. Our students in Kindergarten participate in MAP assessments twice a year.

III. Assessment Reporting

Students at Wellwood International receive four report cards a year at the end of each marking period. A specific day is set aside at the end of the first quarter for conferences with parents. Throughout the year conferences can be initiated by the teacher or family and, if necessary, supported by resource staff and the administration. Grades are also shared with families through graded work folders. Graded assignments are sent home in folders to communicate with families. Wellwood International is part of Baltimore County Public Schools, BCPS, and uses a system called Schoology. Schoology allows families and students to access current grades and is a platform for easy communication with the teacher. 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 which 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 all members of the Wellwood International Community. It was shared with parents and community stakeholders through the PTA to solicit feedback. We understand that in order for 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. 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.