

Hilliard Elementary School Assessment Policy



Hilliard Elementary School

Westlake City Schools

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I. Hilliard Elementary Mission Statement

Hilliard Elementary educates for excellence by creating an environment that promotes globally-minded, compassionate, life-long learners who are knowledgeable and socially responsible citizens.

II. Philosophy of Assessment

The Hilliard Elementary staff believes that assessment drives instruction and promotes effective teaching and learning. It is an ongoing process that helps students and teachers set goals for learning and growth. In order to monitor growth and identify areas of strength and weakness, assessments should be meaningful and purposeful. They should be developmentally appropriate and differentiated based on student need. Assessments should be varied to address all modalities. Opportunities for self-assessment and reflection should be an integral part of student learning. Assessments should address development of concepts and skills that are globally transferable as well as content as determined by state and Common Core standards.

III. Purposes of Assessment

Assessment results measure progress, guide planning and implementation of the curriculum, and inform decisions regarding learning targets. The Hilliard Elementary staff believes that the purpose of assessment is to track progress in the growth and development of knowledge and skills of each member of our community of learners. Through assessment, teachers and students can identify areas of strength and weakness. Student self-assessments help develop students' sense of self and encourage student efficacy.

IV. Types of Assessment

Hilliard Elementary School utilizes a variety of assessments. Assessment results provide teachers with data that drives instruction and

informs decisions regarding differentiation to meet the needs of all learners.

Pre-Assessment is used to obtain information about students' prior knowledge and skills.

Formative Assessments provides the information needed to make necessary adjustments to teaching and learning practices and to make decisions regarding future instruction and learning engagements.

Summative Assessments are evaluations used to measure student growth and achievement at the culmination of learning. Summative assessments are opportunities for students to demonstrate what they have learned and are referenced when reporting progress to students, parents and staff.

Strategies for Assessment may include, but are not limited to:

- Observations of classes, small groups and individuals on a regular basis
- Performance assessments of goal directed tasks with established criteria
- Process-focused assessments in which student learning behaviors are observed and recorded on a regular basis
- Progress monitoring using standardized format
- Traditional assessments such as tests and quizzes

Tools for Assessment may include, but are not limited to:

- Pre-Assessment
 - Mind map
 - KWL
 - Checklist
- Formative
 - AIMS progress monitoring
 - Exit slips
 - Multiple choice
 - Rubrics
 - Extended response
 - Essay

- Questioning
- Quick check
- Observations
- Checklists
- Oral response
- Quizzes
- Anecdotal records
- Summative
 - Rubrics
 - Tests
 - Project
 - Performance
 - KWL
 - Continuums showing progression of achievement

District Common Assessments are used within the Westlake City School district periodically to formatively assess student progress.

State Standardized Assessments administered at Hilliard Elementary School include:

- Measures of Academic Progress (MAP)
- Ohio Achievement Assessment (Grades 3-4)
- AIMS web progress monitoring
- COGAT
- IOWA testing
- PARCC testing

Record of student progress: At this time, Hilliard Staff is considering how best to keep a record of student progress throughout the K-4 continuum but agrees that the mode of record-keeping should:

- Showcase student growth and progress
- Document the process and product of student learning
- Include student reflection
- Include student and teacher selected items
- Include reflection and evidence of the IB learner profile attributes

V. Response to Assessment

Differentiation: Differentiation allows teachers to address the varied learning styles, abilities and modalities of all students and to provide interventions within the classroom. Differentiation can occur through strategies such as flexible grouping and modification of instruction and/or assessments.

Response to Intervention (RTI): Students at Hilliard Elementary have a variety of skills and abilities requiring a range of teaching and learning methods. Assessments provide data that allows staff to respond to student learning needs in a manner that best addresses the relative strengths and weaknesses of each student and provides opportunities for growth.

Reporting of Progress: Hilliard Elementary reports the results of assessments to parents and students in a variety of ways:

- Teacher feedback to students and parents is given quarterly using a district-wide report.
 - Teachers meet with parents in conferences that are formally scheduled once a year but also meet to confer with parents and students to provide feedback as determined by individual student need.
 - Teacher feedback in the form of student-teacher conferences and review of student performance occurs in an ongoing manner as part of the process of learning within the classroom.
 - **Portfolios:** Hilliard School uses student portfolios to keep a record of student progress throughout the K-4 continuum. Portfolios are intended to:
 - Showcase student growth and progress
 - Document the process and product of student learning
 - Include student reflection
 - Include student and teacher selected items
 - Include reflection and evidence of the IB learner profile attributes
- Hilliard's student portfolio policy appears on the following pages*

Hilliard Student Portfolio Policy 2015-16

<p>Form:</p> <p>What will the student portfolio format look like?</p>	<p>Each student portfolio will consist of:</p> <ul style="list-style-type: none">• One hanging folder for each student containing one colored file folder for each unit. Folders will be labeled by unit theme.• During the first month of each year, students will create a signed, self-portrait. These will be kept in the front of the hanging folder.• During the first month of each year students will sign their names on the signature page on their grade level line. These will be kept in the back of the hanging folder.• For each unit of inquiry, there will be two pieces of evidence per theme with at least one chosen by the student• For each unit of inquiry, one theme reflection sheet (students complete a reflection on the central idea, focused attributes, and why they chose their piece) should be completed• Each portfolio item should be labeled legibly with the student's name and grade
<p>Function:</p> <p>What is the purpose of the student portfolio?</p>	<p>The purpose of the student portfolio is to show student growth during the school year and throughout their time at Hilliard. It should showcase representative samples of work of which the student is proud.</p>
<p>Causation:</p> <p>What is the effect of the student portfolio?</p>	<p>Students, teachers and parents will be able to recall their learning and see their growth in the learner profile through their years at Hilliard. In order to address the needs and goals of our PreK families and program:</p> <ul style="list-style-type: none">• Students will be given their K-4 portfolios to take home at the end of 4th grade• Students in PreK will be given their portfolios will be given their portfolios to take home at the end of their time in PreK
<p>Change:</p> <p>How will the student portfolio change?</p>	<p>Student work, signatures, drawings and reflections will be added to the portfolio. Student portfolio formats may be evaluated periodically for usability, durability, and effectiveness.</p>
<p>Connection:</p> <p>How is the student portfolio connected to student learning?</p>	<p>The student portfolio is a record of student learning that allows students, parents and teachers to reflect on growth in knowledge and the learner profile and helps students make connections to schema from previous grades.</p>

<p>Perspective: How does the student portfolio show varying perspectives?</p>	<p>The student portfolio will contain at least one piece of evidence and one reflection piece that shows student perspective. Over time, changes in student perspectives will grow. The teachers' chosen pieces will different perspectives. The focus of units will impact perspectives.</p>
<p>Responsibility: Who is responsible for maintaining the student portfolio?</p>	<p>Teachers are ultimately responsible for maintaining the student portfolios but essential agreements within grades/classrooms may vary as to when and how students may access portfolios.</p>
<p>Reflection: What opportunities are there for reflection?</p>	<p>Reflection time should be built in to the end of each unit of inquiry so that students can choose evidence pieces and complete a written/drawn reflection. There should be times within the school day when students may access and view their portfolios.</p>