



LEGETTE BLYTHE ELEMENTARY SCHOOL ASSESSMENT POLICY

Mission Statement

Through Programs of Inquiry and along with the International Baccalaureate learner profile, our mission is to ensure that each child experiences unique opportunities to become innovative problem solvers who work collaboratively in an atmosphere of mutual respect and appreciation.

Philosophy

At Blythe Elementary School, we believe that it is imperative that assessment occurs daily, is formal and informal, includes a variety of tools, and drives all classroom instruction. Assessments include all shareholders and allow us the chance to communicate about progress and discuss opportunities for growth. Based on assessment results, teachers are able to best meet the needs of every student through flexible, differentiated groups.

Why We Assess

- To adjust instruction for student knowledge, skills, and conceptual understanding
- To measure student growth and present knowledge or mastery of skill
- To gauge student understanding
- To identify the needs for remediation or enrichment
- To identify eligibility for Exceptional Children's Services, English Language Learner Services, and the Talent Development Program

What We Assess

- NC Standard Course of Study and NC Extended Content Standards (Literacy and Mathematics)
- Early Learning Inventory (Kindergarten)
- Pre-K PAST, Teaching Strategies GOLD
- North Carolina Essential Standards (Science and Social Studies)
- Character development through the attributes of the Learner Profile and Growth and Learning Outcomes in K-2
- Electives/Connect
 - Musical Theory and Performance
 - Fitness aptitude & challenges
 - Language proficiency in Spanish

When We Assess

- Daily through formal and informal assessments and progress monitoring
- Before and after new concepts and during units
- Before providing placement for extended services
- As mandated by district and/or state requirements
 - Two to three times a year for MAP tests and DIBELS
 - Quarterly benchmark assessments
 - Microphases (K-2)
 - Math (3-5)
 - Annually (End of Grade Tests in grades 3-5)

Rights

- Teachers: Receive and/or create assessments that are equitable and accurately reflect -standards being taught. Receive appropriate tools to accurately report student progress. Conference with parents about student progress, behavior, and/or retention.
- Students: Receive reports of performance in a timely manner. Participate in new learning opportunities to improve performance on formal/performance grades.
- Parents: Receive reports of student performance in a timely manner. Conference with teachers with concerns about student progress, behavior, and/or retention.

Responsibilities

- Teachers: Assess students using a variety of assessment tools and strategies. Report evaluation results to students and parents.
- Students: Complete assessment measures to accurately reflect understanding.
- Grade level team (teachers): Discuss common assessments before and after assessment
- Instructional support staff (facilitators, administrators): Provide guidance and support during assessment process and synthesize grade level and school wide data
- Parents: Monitor progress outside of school via weekly folders, progress reports, progress/report cards, and PowerSchool. Communicate with teachers regarding student progress and home environment. Support students with homework and classroom expectations.
- Testing coordinator: Ensure validity of mandatory assessments
- IEP team: Administer assessments and perform observations to determine and/or reevaluate eligibility

Updated August 18, 2023

- Talent Development (TD) specialist: Administer COGAT assessment to second grade students and oversee TD portfolio process and train teachers to administer GRS rating scales
- English as a Second Language (ESL) specialists: Administer W-APT and ACCESS assessments to targeted students
- District and state governing bodies: Determines mandates and establish expectations

How We Assess

Strategies

- Teacher observations
 - Checklists
 - Anecdotal notes
- Performance tasks/culminating assessments with rubrics
 - Tests
 - Projects
 - Oral presentations
 - Written tasks
 - Exit tickets
 - Skills assessment
- Individual and group project work
- Pre- and post-assessments
- Inquiry Based Products
- Surveys (Panorama, teacher-created, etc.)
- State and national standardized assessments
 - NC Early Learning Inventory (Kindergarten)
 - Pre-K PAST, Teaching Strategies GOLD
- Unit Reflections
 - Goals and Achievements
- Data binders
- Exemplars

How Assessment Information Is Reported to Students and Parents

- Progress reports
- Weekly Folder of assessed work
- Report cards
- Rubrics
- Formal meetings for Exceptional Children (EC) services
- Phone calls and conferences with parents
- IEP Meetings

Updated August 18, 2023

- Conferences with students
- PowerSchool
- Student-led conferences (4-5)
- Newsletters, Class Dojo, and Parent Square
- HomeConnect - DIBELS K-3
- MAP reports

Assessment Policy Reviewing Process

The Assessment Policy will be reviewed by the staff and School Leadership Team by the end of September. The policy will then be revised as needed.

[Staff Review August 21, 2023](#)