

# Huffman Assessment Policy

## Statement of Belief

Assessment promotes learner success when used intentionally to reveal each learner's level of mastery and to determine the next steps in instruction. In the process of assessment, educators regularly check for understanding through systematic monitoring. A solid assessment process ensures that educators, learners, and parents have an understanding of where each learner is along the continuum of content and skill mastery. Assessment informs multiple aspects of learning, including differentiation of instruction, mild or intensive interventions, and placement decisions. To this end, assessment provides valid and reliable qualitative and quantitative data, which improves the learning of each individual.

## Assessment in the Classroom

The goal of our comprehensive assessment plan is to provide a balance between pre-assessment, formative, summative, self assessment and reflection.

- Pre-assessment – Knowledge of a student's prior knowledge guides instruction within the classroom. A simple pre-assessment is given before each of the major concepts in a unit. Teachers then determine whether the student is at mastery and how to adjust instruction to teach foundational elements that might be missing. Similarly, if the pre-assessment indicates the student has already mastered the concept or skill, the student's learning is extended through instruction that provides an advanced level of difficulty to elicit a higher level of cognition. Pre-assessment may take many forms, including planners, oral discussion, graphic organizers, or through the provocation activity.
- Formative assessment – Informal assessment is a constant throughout teaching and learning. This is accomplished by classroom observation, anecdotal records, checklists and rubrics, graphic organizers, and student-teacher conferences. It can also be accomplished through learner reflection, both oral and written. Curriculum based measures in all subject areas may also be utilized. Formative assessments in relation to the lines of inquiry are developed as common assessments.
- Summative assessment – Summative assessments are used to measure learning, effectiveness of instruction and alignment of curriculum. Summative assessments that focus on the central idea are designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Benchmark assessments that determine mastery in specific skill areas are used in all content areas.
- Self-Assessment and Reflection – Opportunities for self-assessment and reflection are indicated in each unit planner and occur at various points in the learning timeline of each unit. Depending upon the format of the reflection, they may be retained by student or teacher and, ultimately, become part of the students' portfolios.
- Exhibition - As a culmination of their PYP experience, students in 5th grade participate in Exhibition. Based upon their learning experiences years, students demonstrate and understanding of all aspects of the Learner Profile, participate in an in-depth collaborative inquiry of their choice, and take action based on learning.

## Formal Assessment

As a Texas public school, Huffman Elementary participates in state assessment in all grade levels. This includes the following:

- The TPRI (Texas Primary Reading Inventory) for grades K-2. This inventory includes a running record and supporting questions to determine a student's readiness in reading through word identification, fluency, and

comprehension. Student results of “developed” or “still developing” determine student “at-risk” criteria in the state student data system (PIEMS).

- The TELPAS (Texas English Language Proficiency Assessment System) provides information on students who qualify as Limited English Proficient (LEP) learners through an initial screening done upon enrollment. This test determines the student’s acquisition of English through an identified level. Students must progress through the levels to the point of “monitored” and then exit based on their success.
- STAAR (State of Texas Assessment of Academic Readiness) exams are administered to students in grades 3-12. Students in grades 3-5 take assessments in reading and math. In addition, fourth grade students are tested in writing, with a writing prompt and an exam to determine skills in grammar and spelling. Students in fifth grade also take an assessment in science. Results determine grade level mastery.

### **Assessment Recording and Reporting**

- Students, parents, and teachers are all valued partners in the reporting process in sharing the responsibility both for learning and for accounting student progress. Pathways for communication should be open and reciprocal.
- IB learner profile reflections are completed in grades K-5th and are sent home with academic report cards.
- Reporting - Parents of PK through 2nd grades students, receive a report on their learner’s strengths and weaknesses as well as a portfolio review. In addition to a portfolio review, parents of 3rd through 5th grade students receive an academic progress report every 9 weeks which includes number grades in core subject areas.
- Conferences - Three parent-teacher conference meetings for grades PK-2 and one parent-teacher conference meeting for grades 3-5 are conducted during the school year. In addition, parents may also schedule conferences throughout the year. Open house in the spring provides an opportunity for a student-led conference.

### **Review of Huffman Elementary Assessment Policy**

This policy is updated and reviewed annually by the Huffman Elementary community and remains a fluid document.

Updated June, 2023