



Primary Years Programme: Assessment Policy

Philosophy:

Assessment at Uplift Hampton Preparatory involves collecting and analyzing assessment information through multiple demonstrations of learning and connections to the central idea, transdisciplinary theme, and IB learner profile, which is used to drive instruction and to communicate effectively with stakeholders (teachers, students, parents, and community members). Assessment will be reflected upon and should effectively guide students through the PYP five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

All stakeholders should have a clear understanding of what is being assessed and why; the methods used to assess; and the criteria of success for each type of assessment.

Purpose:

Uplift Hampton assesses students for a variety of reasons:

- To provide feedback to students on their own learning and allow student to set goals
- To monitor progress towards individualized goals and provide motivation for learning
- To provide feedback to teachers and other stakeholders about knowledge, understanding, and/or skill development
- To evaluate effectiveness of the learning program
- To prepare students mentally for assessments by the IBO, colleges, and other organizations
- To track students' socio-emotional growth through reflections of and alignment to the central idea, transdisciplinary theme, and IB learner profile.

Principles:

Principles included in effective assessment at Uplift Hampton:

- Assessment is key to planning, teaching, and learning
- Begin with the end results in mind (backwards design – what students should be able to know or do by the end of a learning unit, lesson, or process)
- Meaningful and relevant to the student by centering demonstrations of learning around scholar interests
- Each unit is closed out with a cumulative summative assessment through project-based learning
- Allow students to synthesize and apply their learning, not merely recall facts
- Promote student reflection and self-evaluation
- Produce evidence of student growth and learning that can be clearly reported and understood by students, parents, teachers and administrators
- Students are actively engaged in the tracking of their own mastery
- Frequent and ongoing assessments to inform instruction with formal and informal measures



- Highlight students’ strengths and allows them to demonstrate mastery and expertise in a variety of ways
- Differentiated to meet the individual student’s learning needs in accordance with their IEPs
- Progress towards implementation of the IB Learner Profile, Central Idea, Lines of Inquiry, and Key Concepts
- Clear expectations are set through the creation of tailored and specific rubrics

Methods:

Assessment is a daily activity at Uplift Hampton and takes various forms. There are two main categories of assessment:

- Formative Assessment is interwoven with daily learning and helps teachers and students find out what children already know, understand and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process. Examples of formative assessments include: teacher observations, anecdotal records, course work, BAS benchmarks, language bi-weeklies, checks for understanding, weekly quizzes and tests, exit tickets, homework, well-defined rubrics, and classroom discussions.
- Summative Assessment takes place at the end of a learning unit or process. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed. Examples of summative assessments include: State of Texas Assessment of Academic Readiness (STAAR), well-defined rubrics, unit assessment, Common Assessments (CA), and end of year Measures of Academic Progress (MAP) test.

Reporting:

Student progress is reported in a variety of ways including:

Type	What	Who	When
PowerSchool Parent Portal	Online parent resource	K-5	Ongoing
Progress Reports	Current grades report	K-5	Every 4 weeks
Report Cards	Final quarterly grades report	K-5	Every 9 weeks
Student Tracking	Students engagement of their own mastery and growth	Students	Ongoing
Common Assessments	Network reporting on benchmark mastery	Teachers, Students, Family	Triannual
Measures of Academic Progress (MAP) Report	National report of growth measure assessment	K-5	Beginning, Middle, and End of year
State of Texas Assessment of Academic Readiness (STAAR) reports	State report of mastery measure assessment	3-5	End of year
TELPAS	Report of language proficiency	Students identified as Limited English Proficient	End of Year



UPLIFT HAMPTON PREPARATORY



Parent Teacher Conferences	Teacher or student led conferences	K-5	Fall and Spring
Teacher communication	Notes home, emails and phone calls	K-5	Ongoing