Albert Einstein Academy Charter Elementary School

Assessment Policy
Kindergarten - Grade 5

Teaching our children today to advance our shared humanity tomorrow.

The purpose of this document is to clarify the agreed school-wide assessment policy for all members of the learning community.

Philosophy of Assessment:
It is the belief at Albert Einstein Academies that assessments must support and encourage effective teaching and learning in the classroom.   It is through this lens that AEA has developed an assessment policy that serves to reflect our focus and firm commitment to academic success for **all** students. It is our goal to provide a high quality education that readies our students for advanced study in middle school, high school, college, and university. Our assessments are designed to help guide the learning community to act, evaluate, and reflect upon our own successes toward achieving this goal.

Purpose of Assessment:
At Albert Einstein Academies our assessments will aim to consistently:

- Provide families with clear, timely feedback of student progress
- Focus on the whole child
- Address critical and higher-order thinking skills
- Encourage student improvement and achievement
- Promote and further self-initiated student inquiry and learning
- Be a catalyst for reflection and re-evaluation of teaching practices
- Inform curriculum review
- Differentiate instruction
- Be authentic, researched-based and meaningful
- Provide multiple measures
- Be a collaborative process allowing opportunity for teacher, peer, and self-reflection
- Be communicated to all stakeholders in a positive and supportive manner

Role of the Student:

- Understand the skills and criteria for assessment
- Co-construct assessments
- Use self-assessment and reflection to improve performance
- Understand and act on areas in need of growth
- Reflect on assessments through conferences

Role of the Teacher:

- Abide by school wide assessment policy
- Use assessments to differentiate instruction according to student needs
- Clearly define deadlines, assessment criteria, and give students clear and timely feedback
- Self-assess, reflect, and improve upon assessments
- Use a variety of assessment strategies and tools
- Inform the learning community of assessments and their results

Role of the Parent:

- Support school policies on assessment and deadlines
- Maintain open communication with teachers regarding assessments
- Attend and participate in conferences
- Encourage student reflection of academic performance, IB Learner Profile, and Attitudes

Areas of Assessment

1. Units of Inquiry
Purpose: Units of inquiry assessments include both formative and summative assessments and are designed to determine student understanding of the transdisciplinary theme, central idea and lines of inquiry. These assessments are incorporated into each unit planner and created according to the backward design method of planning where developmentally appropriate assessments are established prior to the lessons and activities. The purpose and means of all assessment are transparent and clearly explained to students.

2. Pre- Assessment:
Purpose: Pre-Assessments are designed to determine a students' prior knowledge in order to plan for the next stage of learning within the context of the lines of inquiry.

Tools and Strategies:
- Pre-test
- Classroom Discussion
- Brainstorms
- KWL Chart
- Initial Self reflection
- Student Inquiries
- Vocabulary Scavenger Hunt
- Classroom Environment Clues

3. Formative Assessments
Purpose: Formative assessments monitor student understanding in a timely manner to allow for adjustments needed in the process of teaching and learning. These assessments are informative and reflective for both teacher and student and help both determine the next steps needed to understand the lines of inquiry that will ultimately allow for success in the summative tasks.

Tools and Strategies:
- Anecdotal notes
- Observations
- Checklist
- Open-ended tasks
- Performance Tasks
- Tests/Quizzes
- Student Interviews
- Classroom Discussions
- Writing Samples
- Self-Reflection
- Rubrics
- Running Records
- Interviews

4. Summative Assessments

Purpose: Summative Assessments are designed to measure student understanding of the knowledge, concepts, and skills acquired within a unit of inquiry. Students complete summative tasks after completing a unit of inquiry.   Summative tasks may have a designed rubric, checklist, or clear grading continuum to provide guidance and understood expectations.

Tool and Strategies:
- Performance Assessment
- Problem-based Learning Projects
- Student-selected Learning Projects
- Student Initiated Action
- Tests
- Reports
- Presentations
- Student Reflection - including any of the following:
    - General reflection on the unit outlining new understandings
    - A written response to a specific piece of work from the unit
    - The completion of the KWL chart
    - Connection of new understanding to attributes of the Learner Profile
    - Teacher or peer interview
    - Family at home reflections
    - Evaluation of self on rubric

5. Teacher Assessment/Reflection of Units of Inquiry

Purpose: Upon completion of each unit, each grade-level teaching team will reflect upon the overall effectiveness of the unit and planner. Teams take this opportunity to assess student learning experiences and outcomes and make any revisions to the planners they deem necessary. This includes all assessment pieces as well as opportunities for learning. All revisions and updated planners are kept online and are made accessible to teachers to reflect the growth and development of each unit. Teachers review planners again prior to reteaching in subsequent years.   In addition, current planners are available to staff, and components of planners are available online for parents.

6. Learner Profile
Purpose: The Learner Profile is a keystone in the development of creating internationally-minded students. It is imperative to assess how effectively students are able to understand and exhibit these attributes in order for the adults in the learning community to reflect upon how effectively these attributes are being promoted.
Tools and Strategies
- Classroom Discussions/Community Circle
- Checklist
- Rubric
- Continuums
- Student Self Reflections

7. School-Wide Academic Assessments
Purpose: Each year, students are given a variety of school-wide assessments to determine reading, writing, and math proficiency level in both English and German languages. These are used to direct teacher instruction and track student progress over time.

Kindergarten

Assessment	Subject	Language	Time Frame
Results: California Reading and Literacy Project(CRLP) Basic Phonics Skills Test(BPST) and Oral Blending	Reading	English	Sept/Jan/May
Sight Words Inventory	Reading	English	On-going
Rhyming	Reading	English	Jan/May
Running Record	Reading	English	As needed
Alphabet Benchmark	Reading	German	Jan/Mar/June
Syllable Benchmark	Reading	German	March/June
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Oct/Jan/March/June
Think Math Chapter Test/Snapshots	Mathematics	English/German	On-going
Counting	Mathematics	English/German	March

Grade One

Assessment	Subject	Language	Time Frame
Results: (CRLP) BPST	Reading	English	Sept./Jan./May
Running Record	Reading	English/German	Sept/Jan/May
SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words	Reading	English	On-going
German Language Benchmark	Reading	German	Sept/Jan/May
Writing Benchmark	Writing	English	Fall/Winter Spring
Writing Benchmark	Writing	German	Fall/Winter Spring
Math Facts (addition & subtraction)	Mathematics	English/German	Weekly
Think Math Chapter Tests	Mathematics	English/German	On-going

Grade 2

Assessment	Subject	Language	Time Frame
Results : CRLP	Reading	English	Sept/Jan/June
Sight Word Inventory	Reading	English	Sept/Jan/June
Running Record	Reading	English	Sept/Jan/June
Fluency	Reading	English	Sept/Jan/June
Comprehension	Reading	English	Sept/Jan/June
SIPPS	Reading	English	on-going
German Language Benchmark	Reading	German	Sept/Jan*/June *at risk students
Phonetic Spelling			Sept/Jan/June
Comprehension	Reading	German	Weekly
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
Think Math Chapter Tests	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Spring

Grade 3

Assessment	Subject	Language	Time Frame
Results: BPST	Reading	English	Sept/Jan/June
Sight Word Inventory	Reading	English	Sept/Jan/June
Running Record	Reading	English	Sept/Jan/June
SIPPS	Reading	English	on-going
German Language Benchmark	Reading	German	Sept/Jan/May
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
Math Benchmark	Mathematics	English/German	Sept
Math Chapter Tests	Mathematics	English/German	On-going
Math Facts	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Winter

Grade 4

Assessment	Subject	Language	Time Frame
English Language Arts Benchmark	Language Arts	English	Fall/Winter/Spring
Results : BPST	Reading	English	As needed
Sight Word Inventory	Reading	English	As needed
Running Record	Reading	English	Sept/Jan/June
German Language Benchmark	Reading	German	Fall/Spring
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
Mathematics Benchmark	Mathematics	English/German	Fall
Chapter Tests	Mathematics	English/German	On-going
Math Facts	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Winter

Grade 5

Assessment	Subject	Language	Time Frame
English Language Arts Benchmark	Reading	English	Fall/Winter/Spring
Results : BPST	Reading	English	As needed
Running Record	Reading	English	Sept/Jan/May
German Language Benchmark	Reading	German	Fall/Winter/Spring
German Language Diploma A1 (FLP) & A2 (immersion)	Language Arts	German	Spring
Writing Benchmark	Writing	English	Fall/Winter/Spring
Writing Benchmark	Writing	German	Fall/Winter/Spring
Mathematics Benchmark	Mathematics	English/German	Fall
Think Math Chapter Tests	Mathematics	English/German	On-going
NWEA Measures of Academic Progress (MAP)	Reading, Language, Math	English	Fall/Winter

8. State-Wide Assessments

Purpose: Each year, students are given a variety of state-mandated assessments. These tests include the California Standards Test (CST) or California Modified Assessment (CMA) for Science, Smarter Balanced (SBAC), California English Language Development Test (CELDT), and the *FITNESSGRAM®*.

- The CST for Science is developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards in Science, which describe what students should know and be able to do in each grade. Currently, students take the CST in the 5th grade only.
- The CMA for Science tests are to be administered to students in 5th grade who have an individualized education program (IEP). Assignment of the CMA is made in the student's IEP only; a student's Section 504 plan is not to be used to assign a student to take the CMA (although accommodations may be named in the Section 504 plan or in the IEP)
- The CELDT is a test that measures how well a student can listen, speak, read, and write in English. California state law requires that the CELDT be given each year to English Language Learners. The purpose of the is test is to identify new students in kindergarten through grade 12 who are not fluent in English, monitor their progress in learning the language, and determine when they are fully proficient.
- The State Board of Education (SBE) designated the *FITNESSGRAM®* as the Physical Fitness Test (PFT) for students in California public schools. The *FITNESSGRAM®* is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the *FITNESSGRAM®* is to assist students in establishing lifetime habits of regular physical activity.
- SBAC are computer adaptive assessments that are designed to measure understanding of the English Language Arts and Mathematics Common Core State Standards in grades 3-5.

Grade Level	State Assessment	Time
Kindergarten	California English Language Development Test (CELDT)	Fall
Grade 1	California English Language Development Test (CELDT)	Fall
Grade 2	CELDT	Fall
Grade 3	Smarter Balanced English Language Arts Smarter Balanced Mathematics CELDT	Spring Fall
Grade 4	Smarter Balanced English Language Arts Smarter Balanced Mathematics CELDT	Spring Fall
Grade 5	Smarter Balanced English Language Arts Smarter Balanced Mathematics CELDT FITNESSGRAM	Spring Fall Feb

Monitoring and Reporting of Assessment

1. Report Cards
Purpose: Report cards are designed to disseminate information to families about student performance in academic, social, and self-management skills. They were created over a one-year period by a committee that included administrators, teachers, and parents. They include both numerical data as well as comments from both the English and German teachers.
Our report cards at Albert Einstein are:
- Standards based
- Developmentally appropriate
- Given 2 times annually at the end of the semesters (January and June)
- Based upon proficiency levels (4 = Advanced, 3 = Proficient, 2 = Approaching Proficiency, 1 = Below Proficient)
- Representative of both English and German proficiency
- Reflective of the IB units of inquiry
- Reflective of the IB Learner Profile
- Annually stored in the students cumulative folders
- Confidential

2. Academic Progress Data and Monitoring
Purpose: The purpose of monitoring assessment data is to give teachers and parents updated, year to year documentation of student progress. This assessment data is used to direct teacher instruction and track student progress over time.
- Classroom core subjects are assessed and managed by teachers. Immersion students are assessed in both languages.
- Progress Reports are given to parents during parent conferences (see below).
- Writing Assessments and Running Records are passed to teachers annually for vertical monitoring.
- All at risk-student assessment data is updated by classroom teachers and/or Learning Center teachers at least 3 times per year on grade level intervention documents.

- CELDT and CST data is given annually to parents and is housed in student curriculum folders.
- End of the year progress in core subject areas is gathered and documented school-wide.

3. Student Portfolio
Purpose: The purpose of a student portfolio is to help students reflect upon their own learning as well as show growth and development through their years at AEA.

The Essential Agreements around student portfolios are as follows:
- Student portfolios will travel with students from K-5 or as long as the student is enrolled.
- Portfolios will be given to students after 5ᵗʰ grade.
- Portfolios will include *at least* two pieces of work annually.
- Portfolios must represent both English and German languages.
- Grade-level teaching teams will decide on specific pieces, selection process, storage, and accessibility of portfolios based upon the developmental ages of their students.
- Students must be able to speak to the pieces in their portfolios.
- When developmentally appropriate, students will write a reflection on the pieces selected for the portfolio.

Conferences

1. Parent-Teacher Conferences:
Purpose: The purpose of the parent/teacher conference is to inform parents about student progress based upon the school-wide assessments and classroom performance.   This includes informing parents of strengths, areas of concern, as well as strategies for support when needed. The conferences allow teachers and parents to establish collaborative relationships and learn from each other while creating goals.
- Two weeks per year (fall/spring) have scheduled minimum days for students in order to accommodate for Parent-Teacher conferences in the afternoons.
- All parents are expected to attend the fall Parent-Teacher conferences. Spring conferences may be optional, but parents always have the right to request a conference.
- One of these weeks may be dedicated to student led conferences depending on the determination of the grade level teachers (see below).
- Grade level progress report sheets are developed and given to parents at the conferences.
- Conferences are deliberately scheduled before report card distribution in order to facilitate conversation around the academic and social development and not around specific grades.

2. Student Led Conferences:
Purpose: Student led conferences allow students to directly report to parents about their own learning progress. This allows students to be reflective learners who take responsibility for the roles they take in their own education.
Student led conferences are:
- Focus on academic and social growth
- Student centered
- Evidence based
- Teacher supported
- Designed to establish student understanding and creation of personal goals