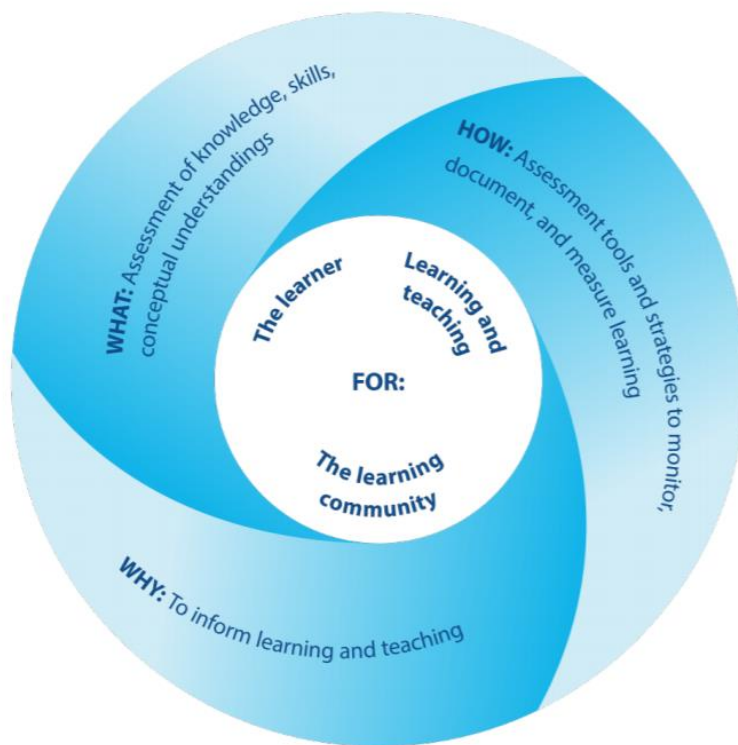


Woodrow Wilson Elementary School An IB World School



Primary Years
Programme

Assessment Policy



[Image from IB PYP From Principles into Practice: Learning and Teaching Assessment](#)

Mission Statement

At the Woodrow Wilson Elementary School we celebrate our diversity.

Woodrow Wilson Elementary provides an environment that develops inquiring, knowledgeable and caring young people who work to create a better peaceful world.

Woodrow Wilson is committed to providing high quality, challenging, international education that nurtures active, open-minded, reflective and balanced life-long learners. These learners will respect themselves and others, empowering them to be empathetic, competent leaders in a diverse, global society.



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Introduction to the Assessment Policy

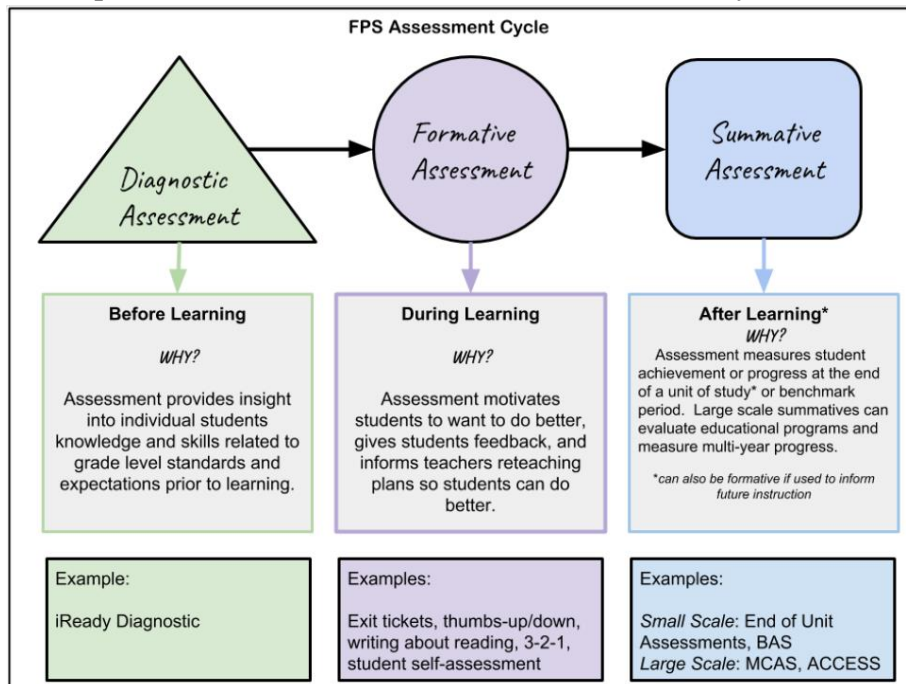
The purpose of the Woodrow Wilson Elementary School’s Assessment Policy is to provide an overview of the school’s philosophy and procedures regarding assessment. This document summarizes why, what, when, and how assessment occurs at Woodrow Wilson Elementary School- An IB World School. Types of assessments are defined and the core assessments are described at the school, district, and state/national level. The content of this policy is informed by the assessment practices and expectations of [Framingham Public Schools](#) (FPS) as well as the [International Baccalaureate Primary Years Programme \(IB PYP\)](#). The document [From Principles into Practice: IB Learning and teaching Assessment in the PYP](#) provides many of the guidelines for this Assessment Policy. The Assessment Policy will be reviewed annually by Woodrow Wilson’s Instructional Leadership Team (ILT) and School Council and updated as needed.



Assessment Philosophy: Why Do We Assess?

FPS Assessment Philosophy

Framingham Public Schools is committed to providing equitable access to high quality instruction for all students. High quality instruction means that every student, in every classroom, every day has access to educational experiences that are aligned to standards and challenge them as a learner with the support of meaningful feedback regarding their personalized needs. As a result, students are actively engaged in the process and can understand and articulate the why behind the learning.



The end goal of assessment is high student achievement related to grade level standards.
(From the [FPS Assessment One-Pager](#))

IB PYP Assessment Philosophy

“The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process... PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

Key components of assessments in an IB PYP school include:

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.



- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.”

([From Principles into Practice: IB Learning and teaching Assessment in the PYP](#))

School Assessment Philosophy

At Woodrow Wilson we believe:

- Assessment is essential in order to evaluate and improve the effectiveness of both teaching and learning.
- Targeted and differentiated learning opportunities informed by assessment data improves student understanding and achievement.
- Students are empowered and motivated when they are self-reflecting, goal-setting, and constructing their own learning based on clear success criteria and feedback.
- We develop a Growth Mindset and become more reflective, knowledgeable, and open-minded when we regularly self-assess and receive feedback.
- Constructive feedback that is specific, honest, and respectful is key to growth.

What Do We Assess?

“Through assessment, the IB helps schools teaching the Primary Years Programme (PYP) to identify what students know, understand, can do and value at different stages in the teaching and learning process. In the PYP, learning is viewed as a continuous journey, where teachers identify students’ needs and use assessment data to plan the next stage of their learning. Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the [written curriculum](#): the understanding of **concepts**, the acquisition of **knowledge**, the mastering of **skills**, the development of positive **attitudes** and the ability to take responsible **action**.” [-The Assessed Curriculum of IB PYP Schools](#)

Transdisciplinary Concepts & Knowledge: Academic Learning

The Massachusetts Curriculum Frameworks determine the academic content and practices to be taught and assessed. [The MA Curriculum Frameworks](#) determine the content of all assessments, including the [ELA, Math, and Science MCAS tests](#), the [ACCESS test for ELLs](#), and the FPS standards-based [Report cards K-5](#). The taught and assessed curriculum of the Program of Inquiry (POI) at Woodrow Wilson Elementary School is based on the acquisition of knowledge of the MA Curriculum Frameworks in all subject areas. IB Units of inquiry connect the learning in all subject areas through investigations into central ideas and key concepts. From Kindergarten through 5th grade, students are assessed on their developing understandings of the six transdisciplinary themes that guide the standards-based IB Units of Inquiry. These themes are:

- Who We Are
- Where We Are In Place And Time
- How We Express Ourselves



- How The World Works
- How We Organize Ourselves
- Sharing The Planet

Skills, Attitudes, & Taking Action: Social Emotional Learning (SEL)

The IB Learner Profile attributes and the PYP Approaches to Learning are the success criteria that define our PYP expectations for what “the mastering of **skills**, the development of positive **attitudes** and the ability to take responsible **action**” should look like at Woodrow Wilson Elementary School. These expectations align with our school’s PBIS core values, the FPS character traits of the month, and the FPS Learning and Life Competencies that also determine the **Social Emotional Learning (SEL)** curriculum that is taught and assessed. Within every IB Unit of Inquiry, teachers and students reflect on the evidence of the development of these skills, positive attitudes, and the ability to take responsible action.

<p>International-Mindedness=</p> <p>IB Learner Profile attributes: inquirer, caring, knowledgeable, principled, open-minded, balanced, risk-taker, thinker, communicator, reflective</p>	<p>PBIS Core Values: Be safe, Be Respectful, Be Responsible</p> <p>FPS monthly character traits: kindness, respect, gratitude, responsibility, acceptance, compassion, confidence, determination, cooperation, pride</p>
<p>IB Approaches to Learning (ATLs):</p> <ul style="list-style-type: none"> ● social skills ● communication skills ● thinking skills ● research skills ● self-management skills 	<p>FPS Learning & Life Competencies:</p> <ul style="list-style-type: none"> ● social efficacy ● academic efficacy ● self-awareness ● self-management

When Do We Assess?

Students are assessed frequently in order to inform instruction. Based on the [2019-2020 FPS Assessment Matrix by Grade](#), Woodrow Wilson Elementary School follows this [2019-2020 Assessment Timeline for WW K-5](#) that shows when students in all grade levels K-5 will be assessed. It includes the scope and sequence of how the literacy and math units align with the IB Units of inquiry to show when pre-assessments and summative assessments are given. At the end of each IB Unit of Inquiry, students reflect on a work-sample from that unit to add to their PYP Portfolio. This school timeline shows when the fall, winter, and spring assessment windows are for the district and state/national assessments.

In addition to the summative assessments documented on the school’s assessment timeline, formative assessments and student self-assessments are smaller, informal assessments that teachers and students use daily to monitor student academic and social-emotional learning. Formative and summative assessments determine students’ grades that are reported to parents in January and June. The 5th Grade PYP Exhibition is a summative assessment project that is a culmination of their PYP experience at the end of the school year.



How Do We Assess?

Assessment is a process of monitoring, documenting, measuring, and reporting learning using various tools and strategies. The learning community at Woodrow Wilson Elementary School collaborates and reflects to continuously develop our capabilities to effectively implement assessment tools and strategies.

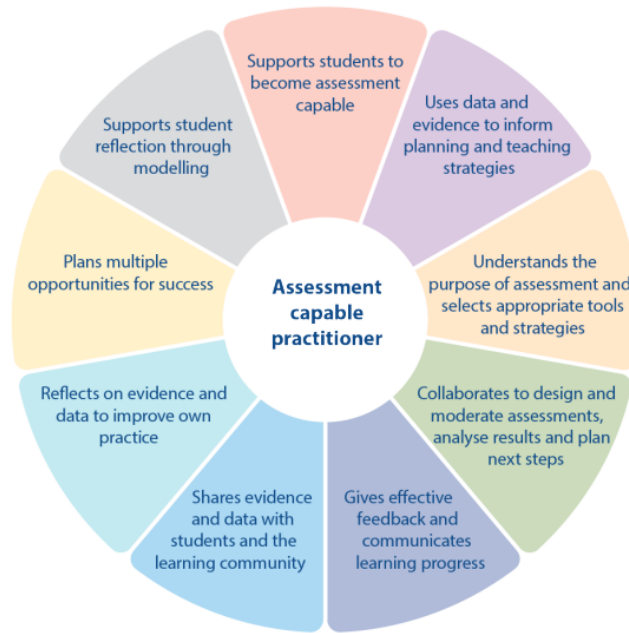


Image from IB PYP From Principles into Practice: Learning and Teaching - Assessment

Monitoring Learning

At the core of assessments at Woodrow Wilson Elementary School is the understanding that assessment is ongoing in order to monitor and support ongoing academic and social-emotional learning. Teachers and students monitor their learning to ensure that they are constantly working towards learning goals and [success criteria](#). Student learning is monitored daily through a variety of tools and strategies, including both formal and informal assessments. Pre-assessments, formative assessments, summative assessments, and student self-assessments are all types of assessment that can monitor learning over time. At Woodrow Wilson Elementary School, staff have collaboratively developed a [WW Formative Assessments menu](#) to share tools and strategies that teachers can use to monitor learning through student work, teacher observations, self-reflection, technology tools, and peer assessment. Student participation in monitoring their learning to understand why and what they are learning is an important component of our school's Assessment Philosophy.

Documenting Learning

Documenting learning is an important step in the assessment process so that the evidence of learning can be viewed by our learning community in order to reflect and plan for next steps. At Woodrow Wilson Elementary School, several procedures have been implemented to increase the documentation of students' learning. In the classroom, teachers and students document learning daily by recording observations, taking notes at student/teacher conferences, journaling, reflecting on work



samples in the PYP Portfolio, assessing with checklists and rubrics, and taking photos of learning experiences. Organized systems of assessment documentation enhance opportunities for collaboration among teachers, students, parents, coaches, and administrators to promote student achievement. This creates a shared understanding of the learning goals, success criteria, and evidence of learning. Many of our systems for documenting student academic and social-emotional learning are digital and accessible to all staff through online platforms such as Google Drive, Aspen X2, SWIS, IReady, and Imagine Learning. Teachers and instructional coaches document assessment data on IB Unit Planners, assessment spreadsheets, and report cards.

Measuring Learning

Assessments measure what students know, understand, and can do at that time based on clear and consistent success criteria. At Woodrow Wilson Elementary School, learning is measured through a variety of state/national, district, and school assessments in order to analyze the results of the testing to identify strengths and areas to improve student learning. MCAS, ACCESS for ELLs, IReady Diagnostics, Imagine Learning Diagnostics, BAS, the Portuguese Reading Assessment, and End-of-Unit summative assessments are all used to measure the progression of students' academic and language learning. Woodrow Wilson staff frequently analyze academic, language development, and social-emotional-behavioral assessment data to inform instruction during Team Time meetings, staff meetings, Instructional Leadership Team (ILT) meetings, and Data Chat meetings.

Reporting Learning

The final step of how we assess learning at Woodrow Wilson Elementary School is how we report the assessment data to all stakeholders of our learning community. School-wide data analysis from national/state assessments (MCAS and ACCESS for ELLs) is reported at staff, PTO, ILT, School Council, and School Committee meetings. Individual student scores from these national/state assessments are sent home to inform parents/guardians of their progress with academic and/or language learning. Other methods for reporting learning to parents/guardians include conferences and report cards.

Conferences (Parent/Teacher/Student)

FPS Conferences between teachers and parents are held each fall and spring. Specified Thursday afternoon Early Release days are used for this purpose. However, a conference may be held at anytime the teacher or parent feel it is necessary. Interpreters are available to translate at parent conferences when requested. At Woodrow Wilson Elementary School, these conferences often include the student as well. Teachers, parents, and students discuss the student's progress, including strengths and goals for improvement. Student-led conferences are encouraged where students self-reflect on their progress and set goals using the prompts in the [Guide to a Student-Led Conference](#). Conferences are a time to strengthen the home-school connection by answering parent questions, reviewing assessment data including student work in their PYP Portfolio, and explaining the collaborative roles of parents, teachers, and students in the learning process.

Report Cards

FPS Report cards K-5 are sent home with students twice a year; at mid-year in January and at the end of the year in June. These report cards provide information to the parents on the student's progress with grade-level skills and knowledge aligned to the MA Curriculum Frameworks. Report cards are available in English, Portuguese, or Spanish. English Learners receive an English Language Development report card in addition to the district standards-based report card. Students who receive Special Education services also have a progress report that documents their progress on the goals and



objectives of their IEP. Teachers are encouraged to include a summary of the IB Units of Inquiry taught that semester and a description of how the student demonstrates IB Learner Profile attributes as another component of the report card at Woodrow Wilson Elementary School-An IB World School.

On the [Report cards K-5](#), students receive number grades for their Approaches to Learning and Effort Indicators and letter grades for their Academic Performance Skills Indicators as shown in the chart below. They are graded in the areas of Personal and Social Growth, Literacy, Math, Social Studies, Science, Physical Education, Art, and Music.

<u>Approaches to Learning and Effort Indicators</u>	<u>Academic Performance Skills Indicators</u>
<p>4 - Student demonstrates skill/effort consistently</p> <p>3 - Student demonstrates skill/effort most of the time</p> <p>2 - Student demonstrates skill/effort some of the time</p> <p>1 - Student requires on-going intervention</p> <p>X - Standard not addressed at this time</p>	<p>M - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard</p> <p>P - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard</p> <p>B - Indicates that the student is beginning to progress toward the grade level standard with additional time and support</p> <p>N - Indicates that the student is not yet demonstrating progress toward the grade level standard</p> <p>X - Standard not addressed at this time</p>

Core Assessments at Woodrow Wilson

Students at Woodrow Wilson Elementary School participate in the following state/national, district-based and school based assessments as outlined in the [2019-2020 Assessment Timeline for WW K-5](#). Students with Individual Education Plans (IEP) or 504 Accommodation Plans receive accommodations as stated in their Plan on all assessments.

State/National Assessments

- **Massachusetts Comprehensive Assessment System (MCAS):** All students in the Massachusetts Public School System in grades 3-12 take the MCAS 2.0 test. At Woodrow Wilson Elementary School, students in grades 3, 4, and 5 take the English Language Arts (ELA) MCAS and Math MCAS tests. Fifth graders also take the Science and Technology/Engineering MCAS test. Students identified as English Learners (ELs) in their first year of enrollment in U.S. public schools have the option of not participating in the ELA portion of the MCAS.
- **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs):** In January/February each year, all ELs in Massachusetts take the ACCESS test, which measures their English proficiency according to the WIDA English Language Development Standards in each of the four language domains of reading, writing, listening, and speaking.

District-Based Assessments [2019-2020 FPS Assessment Matrix by Grade](#)

- **iReady Diagnostic:** FPS students in grades K-8 use iReady as an online curriculum and assessment platform in math and literacy and take this diagnostic test in the fall, winter, and spring.
- **Imagine Learning Diagnostic:** Imagine Learning is an online curriculum and assessment platform in math and literacy that focuses on academic language development. In Framingham



Public Schools, ELs grades K-8 with beginning levels of English proficiency use Imagine Learning instead of iReady and take this diagnostic test in the fall, winter, and spring.

- **Fountas & Pinnell Benchmark Reading Assessment (BAS):** FPS students instructed in English in grades K-5 take this oral reading and comprehension test one-on-one with a teacher at least twice a year as a pre/post assessment.
- **FPS Portuguese Reading Assessment:** FPS students in the Portuguese bilingual programs (TBE and DLE) take the district-created Portuguese reading assessment at least twice a year as a pre/post assessment to measure their Portuguese reading skills instead of or in addition to taking the BAS.
- **ESL Writing Assessment:** All ELs in Framingham Public Schools take the FPS ESL Writing Assessment in October as a pre-test and again in April/May as a summative assessment to measure their progress with writing skills.
- **FPS Oral Language Comprehension and Production Assessment Matrix (OLA-F):** FPS students that participate in the Dual Language Education (DLE) program take the OLA-F twice a year to assess their academic and social oral language and comprehension skills.
- Phonics assessments required at different grade-levels for FPS students K-5 include **Letter ID, Letter Sound, Ekwall Shanker, Hearing and Recording Sounds in Words (HRSIW),** and **Words Their Way**
- **FPS Math End-of-Unit Assessments:** FPS students K-5 take the district-created, standards-based End-of-Unit Assessments in English, Portuguese, or Spanish as summative assessments to measure student learning from the Eureka math curriculum

School-Based Assessments [2019-2020 Assessment Timeline for WW K-5](#)

- **Literacy assessments:** All Woodrow students K-5 are assessed with end-of-unit literacy assessments that are measured by rubrics aligned to grade-level standards. Teachers, the Literacy Coach, the Language Development Coach, and the PYP Coordinator collaborate to determine if the literacy assessments used for each unit in English and Portuguese should be based on the Lucy Calkins curriculum, practice MCAS writing prompts, and/or created to align with the content knowledge and concepts taught within the IB Unit of Inquiry.
- **PYP Portfolios:** All Woodrow students K-5 have a PYP Portfolio that is passed up the grades with them, updated with work samples and reflections at the end of each IB Unit, discussed with parents at Conferences, and brought home at the end of 5th grade. Students use their portfolios to [reflect on their PYP learning](#) of knowledge, concepts, skills, attitudes, and taking responsible action over time.
- **PYP Exhibition:** All Woodrow 5th graders participate in this culminating inquiry-based project that assesses their PYP learning of knowledge, concepts, skills, attitudes, and taking responsible action. Students work both individually and collaboratively on the PYP Exhibition project, demonstrating all of the Approaches to Learning (ATLs)- social skills, communication skills, thinking skills, research skills, and self-management skills. Self-assessment, reflection, and goal-setting with clear success criteria based on feedback from teachers, peers, and mentors from the community is an important component of the PYP Exhibition experience.



Assessment Glossary

Type of Assessment	Definition
Pre-Assessment or Diagnostic Assessment	Pre-assessments take place at the beginning of instruction to find out what students already know in order to plan the next steps for learning. It can also be called a Diagnostic Assessment.
Formative Assessment	Formative Assessments are informal <i>assessments for learning</i> that teachers and students use daily to monitor and inform next steps for students' academic and social-emotional learning.
Summative Assessment	Summative Assessments are more formal <i>assessments of learning</i> that typically take place at the end of the unit, learning experience, or benchmark period to measure student achievement or progress.
Student Self-Assessment	Student Self-Assessments are <i>assessments as learning</i> and occur throughout the learning process. They are a type of formative assessment in which students reflect on their own learning to set personal goals and action steps to reach their goals.