



Dolores Huerta International Academy

PYP Definition:

Assessment is the gathering and analysis of information about student progress. It identifies what students know, understand, can do, and feel at various stages in the learning process. It is how we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

(Primary Years Program Assessment Handbook, January 2000. © International Baccalaureate Organization)

Philosophy

At Dolores Huerta International Academy we believe that assessment is essential to planning and guiding instruction as well as supporting and enhancing student learning. Through this on-going process, we use a wide variety of assessments to effectively guide students through the five essential elements of learning: the understanding of concepts; the acquisition of knowledge; the mastery of skills; the development of learner profile attributes and attitudes; and the decision to take responsible action. Assessment is a collaborative process that involves students being actively responsible for their own learning and becoming life-long learners. Assessment allows us to share student growth and progress with the entire school community.

Purpose

Assessments are an integral part of all teaching and learning within the school community. Assessments are used at Dolores Huerta International Academy as a tool to foster the development of students to become active and compassionate citizens of the world. Assessments are constantly evolving to reflect the needs of the students. The purposes of the assessments are as follows for the various groups.

For the teachers:

- To measure students' understanding of learning
- To collect data and guide instruction
- To reflect upon teaching practices
- To determine the level of student understanding and knowledge
- To identify student individual needs
- To differentiate instruction
- To monitor progress and growth
- To reflect and report progress to the school community
- To promote further understanding and investigation
- To evaluate inquiry

For the students:

- To promote reflection
- To determine the level of student understanding and knowledge
- To demonstrate learning
- To monitor progress and growth
- To promote further understanding and investigation
- To evaluate inquiry
- To set goals
- To promote student agency

For the parents:

- To determine the level of student understanding and knowledge
- To monitor progress and growth

Assessing Students

Effective assessments allow teachers to:

- ⇒ identify areas that need further instruction and explanation in both Spanish and English
- ⇒ reflect upon their teaching practices
- ⇒ monitor and communicate student progress to parents
- ⇒ adapt lesson plans to meet individual student needs
- ⇒ prepare for further student inquiry
- ⇒ modify instruction based on student performance
- ⇒ collect both quantitative and qualitative data

Effective assessments allow students to:

- ⇒ demonstrate and share their learning and understanding with others
- ⇒ assess prior knowledge to guide inquiry
- ⇒ identify individual needs and set goals for further learning
- ⇒ take pride in their work and build confidence in themselves
- ⇒ take initiative and be accountable and responsible for their learning
- ⇒ express individual modalities to enhance their understanding
- ⇒ develop critical thinking skills by expressing their points of view and understanding
- ⇒ reflect upon their learning which promotes action

Effective assessments allow parents to:

- ⇒ celebrate learning and student accomplishment
- ⇒ observe and monitor student progress and growth
- ⇒ provide support outside of school and encourage further learning

Strategies for Assessments:

Formative, Summative, and Self-Assessments are incorporated throughout the curriculum. Classroom assessments serve different purposes at different times. Formative assessments deliver information during the instructional process and provide information to be used to plan the next stage of learning. Summative assessments measure students' understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning. There are a range of strategies for formative and summative assessments.

Observations

- Individual Behaviors
- Cooperative Group behaviors
- Transdisciplinary Skills
- Academic Skills
- Oral Language (Spanish and English)
- IB Learner Profile
- Self- Reflection and Group Reflection
- Student Surveys
- Class Discussion

Performance Assessments

- Presentations – Oral, Media, etc.
- Problem-Solving Tasks
- Demonstrations
- Peer-Evaluation
- Transdisciplinary skills
- Academic skills
- Istation

Selected Responses

- Quizzes
- Written Tests
- Oral Tests
- Exit Tickets
- On-line (menti.com, plickers.com, kahoot!.com)

Open-Ended Tasks

- Portfolio

Self-Assessments

- Checklists
- Journals
- Rubric
- Rating Scales
- Success Criteria

Using a wide range of tools for assessment:

- Rubrics
- Checklists
- Graphic Organizer
- Common Assessments
- Anecdotal Records
- Fluency
- Portfolios
- Conferences
- Exemplar
- Renaissance: Accelerated Readers (AR) and STAR
- CFA (Common Formative Assessment) *District Assessments-IABs*, Common Grade Level Assessment, and MAP
- ELPAC Test
- Journals
- Standardized tests (CAASPP)
- Written Assessments
- Running Records
- Happy Numbers
- IB Culminating Task
- IB Summative Task

What We Assess:

At Dolores Huerta International Academy, we assess student learning through the transdisciplinary units of inquiry. Teacher assesses the products of inquiry through language arts, oral language, math, science, social studies, physical education, art, music, as well as citizenship and work habits in both English and Spanish. There is on-going reflection on the development of the Learner Profile by the students throughout our transdisciplinary themes. The approaches to learning are integrated throughout the curriculum.

Reporting Assessments

Assessments of Student Performance are shared through:

- Cumulative records
- District common assessments CFA (see below)
- Progress reports (see below Q1 and Q3)
- Report cards (see below Semester 1 and Semester 2)
- State Standardized Tests (see below)
- Student work
- Student/Teacher data conference and goal setting
- Professional Learning Communities (PLC)

District Common Assessments

The following district benchmark/common assessments are administered & completed at a minimum of once per semester.

- CFA (Common Formative Assessments-MAP, IABs, Istation, Achieve 3000, and/or Common Assessments created my grade level)

Common Assessments are used for the following purpose:

- Assist in developing reading and math programs
- Determine ability levels
- Determine intervention strategies needed
- Diagnostic purposes
- Guide classroom planning
- Monitor student progress and identify student needs

Other diagnostic tests are used to provide for a more detailed analysis of individual difficulties. Psychological assessment is also available on an as needed basis first identified through the Student Intervention Team (SIT).

Parent Conferences

Parent/teacher conferences are conducted school-wide during the first progress reporting period. However additional conferences are held throughout the year for a variety of reasons. Conferences are held using different formats: teacher-parent; teacher-parent and student-led. In addition, we communicate with the parents through a variety of methods including: phone calls home, daily organizers, weekly folders, emails, parent information evenings, Virtual Talks with the Principals, monthly calendars, Messages (school-wide calling system), school website, district website, social media.

Progress Reports

The purpose of the progress report is to evaluate students' progress early enough in the first quarter and the third quart to allow for diagnosis of need and provide intervention. It is also a tool to inform the parents of student academic performance levels at given points in the school year.

Semester Report Cards

Semester Report cards are sent home twice a year. These documents report student progress in core curricular areas using: 1-Minimal Progress, Below Grade Level; 2-Partial Progress, Approaching Grade Level Standards; 3-Adequate Progress, Meeting Grade Level Standards; and 4-Thorough Progress, Exceeding Grade Level Standards. Students also receive grades in visual and performing arts, PE, English Language Development, and College and Career Readiness.

State Standardized Tests

Initial California English Language Development Test (Initial ELPAC)

State law requires schools to give the Initial English Language Proficiency Assessments for California (ELPAC) to students entering any California School in grades kindergarten through twelve whose mother tongue language is not English. The test identifies new students as English learners. After the initial assessment, the student will take the English Language Proficiency Assessment for California (ELPAC).

<https://www.elpac.org/>

English Language Proficiency Assessment for California (ELPAC)

State law requires schools to give English Language Proficiency Assessment for California (ELPAC) to students in grades kindergarten through twelve whose primary language is a language other than English. The assessment window is from February to May each year. The assessment is given to student identified as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language. <https://www.elpac.org/>

California Assessment of Student Performance and Progress (CAASPP)

Although standardized tests have a significant impact in terms of setting policy and ranking school performance, they alone cannot provide an accurate assessment of student performance. These forms of testing are used in conjunction with other forms of assessment to receive an accurate picture of student progress and performance. Students at Dolores Huerta International Academy in grades 3-6 participate in California's CAASPP (California Assessment of Student Performance and Progress) examination each year in the spring (March-May). These sets of assessments evaluate student proficiency in core subject areas (Language Arts and Math) and compares student results with those of other students in the state who took the same test. The CAASPP is a set of assessments that evaluates student proficiency based on California Common Core State Standards in Language Arts and Math. The CAASPP is comprised of the Smarter Balanced Summative Assessments. Additionally, students in 5th grade take the California Science Test (CAST). The CAASPP and CAST are online assessments and computer adaptive.

The California Assessment of Student Performance and Progress (CAASPP) tests assess student performance on the California Common Core State Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state scores for every student's assessment as Above Standard, Near Standard, and Below Standard. The CAASPP aids in determining the level of individual proficiency required by the state. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://www.caaspp.org>.

Physical Fitness

In February of each year, Dolores Huerta International Academy 5th grade students take a state required physical fitness test. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standard in all six fitness areas are considered to be physically fit or in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf.

Reviewed by IB Pedagogical Team 2/12/2021:

Sandra Loudermilk, Principal
Janet Rivera, Assistant Principal
Marbely Gonzalez, 1st Grade Teacher
Erica Olmedo, 2nd Grade Teachers
Malena Peterson, 3rd Grade Teacher
Ana Abrego, Intervention Specialist

Reviewed by IB Pedagogical Team 10/13/2021

Sandra Loudermilk, Principal
Janet Rivera, Assistant Principal
Ana Abrego, Intervention Specialist
Andres Silva, 5th Grade Teacher
Marbely Gonzalez, 1st Grade Teacher
Silvia Guzman Carrete, 4th Grade Teacher
Maria Dolores Delgado, PYP Coordinator
Yuridia Frausto, Librarian
Yesenia Lepe, Counselor
Berenice Galarza, 3rd Grade Teacher
Marlin Garcia, 3rd Grade Teacher
Maribel Curiel, 5th Grade Teacher
Ashley Silva, 6th Grade Teacher