

Hawthorn Academy
Policy: Assessment Policy
Board Approval Date: June 13, 2013

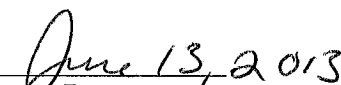


Hawthorn Academy's mission is to "provide an exciting and enabling learning environment where students will develop a desire to explore and understand the world around them". Assessment lies at the heart of this process.

Purpose of Assessment:

- **Students**, to see how well they have mastered the skills and curriculum they are expected to know. Monitoring and recording results will show growth over time. Assessment demonstrates student's evidence of their learning.
- **Parents**, to learn areas of strength and weakness in their child's learning and provide information to support them in learning at home in these areas.
- **Teachers**, to gauge each students' understanding and progress. It also identifies areas of strength and needed improvement in their teaching. Student strength and weaknesses can be identified and targeted by standards and objectives. Teachers can individualize instruction based on need.
- **School** to evaluate programs and provide additional support to ensure student growth.


Greta Betts, Board President


Date

School Wide Assessment Procedures:

- DIBELS– fluency assessment will be administered to all students in grades 1-3 three times a year. Results of this assessment will be used to determine if students need additional support in reading. The second administration, which takes place during January, will be used to determine if the student is on grade level to fulfill the state mandate. Parents will be notified as to their child’s level and the interventions that are taking place to improve the child’s reading level.
- Fontus & Pinnell- fluency, accuracy and comprehension assessment administered to all students in grades 1-6 three times a year. This assessment is used to place students on their independent reading level and to identify students for Tier II support. Parents are notified at mid – year if their student is receiving additional reading support.
- Math - Teachers will use tests as appropriate based on the Math Expressions program. Teachers will also use Success Maker to have students practice math skills, log and track progress data.
- Spalding – Students in grades K-5 study phonemic awareness, phonics and spelling using Spalding rules, leveled spelling tests and identification of types of reading (narrative, cause-effect, etc.). Students move up or down in level of spelling based on their progress in mastering previous word groups.
- Direct Writing Assessment(DWA) – State mandated writing test for grades 5 and 8 is administered in the spring of the school year. Grading based on the 6 Traits of Writing. Assessment is on a persuasive essay topic.
- Criterion Reference Test(CRT) – State mandated standardized assessment is administered to all students in grades 3-9 in the spring. Content area are as follows: English Language Arts (grades 3-9), math (grades 3-9), science (grades 4-9).
- Utah Academic Language Proficiency Assessment(UALPA) – State mandated language assessment for all English Language Learners. Administered to all ELL students.
- Utah’s Alternate Assessment(UAA)– State mandated alternative task based assessment for all severe learning disabled Special Education students.

Principles of Assessment:

- Assessment is a tool for both teachers and students
- Assessment works best when it is ongoing
- Common assessments allow for teachers and students to track progress
- Student involvement in tracking assessment growth engages students in taking responsibility for their learning
- Assessment criteria needs to be clear
- Assessments include a variety of formats:
 - Written assessment
 - Oral or visual presentation
 - Anecdotal observation
 - Reflections
 - Rubrics
 - Peer assessment
 - Self-assessment
 - Portfolio
 - Conferencing
 - Interview

Effective Assessments:

- Allow students to:
 - Share their learning and understanding with others
 - Demonstrate a range of knowledge, conceptual understanding and skills
 - Use a variety of learning styles, multiple intelligences and abilities to express their understanding
 - Know and understand in advance the criteria for producing a quality product or performance
 - Participate in reflection, self-and peer-assessment
 - Base their learning on real-life experiences that can lead to further inquiries
 - Express different points of view and interpretations
 - Analyze their learning and understand what needs to be improved
 - Develop self awareness
 - Be motivated by their accomplishments or to accomplish
 - Receive helpful feedback
 - Set personal goals
 - Keep track of their progress
 - Develop criteria with their teacher and then evaluate their own work based on the criteria.
- Allow teachers to:
 - Inform every stage of the teaching and learning process
 - Plan in response to student and teacher inquiries
 - Develop criteria for producing a quality product or performance
 - Gather evidence from which sound conclusions can be drawn
 - Provide evidence that can be effectively reported and understood by the whole school community
 - Collaboratively review and reflect on student performance and progress
 - Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
 - Use scoring that is both analytical and holistic
 - Follow up with specific corrective instruction
 - Develop specific criteria for the task
- Allow parents to:
 - See evidence of student learning and development
 - Develop an understanding of student's progress
 - Provide opportunities to support and celebrate student learning
- How We Assess:
 - Formative assessments including pre-assessments
Formative assessments help teachers determine current student understanding and are part of the instruction process. They are given throughout a unit of study and can be used to gauge teaching, group students for small group work, re-teach, or move forward. Formative assessments can be accomplished through observation of students work (embedded) or can be a task specifically designed to assess. Formative assessments aim to promote learning by giving regular and frequent feedback.
 - Summative Assessments
A summative assessment is given at the end of a unit of study or at the end of the year. Its purpose is to measure students learning relative to the content.

Documentation:

- **Portfolio:**

At Hawthorn Academy, portfolios are compiled by students and their teachers to showcase learning, achievement, and demonstrate the development of the learner profiles. As students participate in their units of study, learning experiences will revolve around the learner profiles. At the end of each unit, students will select a piece to represent their development of each learner profile focused on during the unit of study. The selections will be stored in a folder which will be added to by additional pieces each year the student progresses through the PYP. The collection in these folders will constitute the PYP Portfolio.

These portfolios will be kept in the student classroom and will belong to the student. Portfolios will be shared with parents during student led conferences twice a year. At the end of the fifth grade, the portfolios will be taken home by each student.
- **School Wide Assessments:**
 - **Blue Cards:** these cards are a collection of student progress through the PYP. Information on the blue cards includes assessment scores in math, reading, spelling, and other subjects. The blue card also indicates parent support/involvement, student behavior, and any other notes the teacher deems pertinent.
 - **Portfolio:** these folders will include copies of student selected pieces of action work and reflection for each unit of inquiry throughout the PYP.
 - **Reading Specialists:** will keep electronic and hard copies of F&P assessment data and DIBELS
 - **Teachers:** collect data for Response to Intervention. This includes assessments, work samples, SuccessMaker, and interventions implemented for students.

Reporting:

- **Report Cards:** Report cards are available online, or for printing four times a year.
- **Student Led Conferences:**
 - Twice a year students meet with parents and teachers to review their progress. During this time, students highlight their growth, talk about and reflect on their goals, and review their portfolios. Teachers, students, and parents can communicate goals and concerns.
- **Utah State Office of Education Website:**
 - This website produces and publishes a school report card. Results of standardized tests are posted. Schools are ranked on both percent of students proficient and student progress.