



MISSION STATEMENT

Through a caring community, our goal at Warren T Jackson Elementary School is to challenge and prepare students to be independent thinkers, kind citizens, and passionate learners who are ready to change the world.

PHILOSOPHY

At Warren T. Jackson Elementary, we recognize that assessment is an integral part of planning, teaching, and learning. We understand that students learn in different ways, at different rates, and at different times. Therefore, we believe that by using a variety of assessment strategies and tools, we can better monitor student achievement and instruction, gain a true understanding of student understanding and growth, and communicate student achievement to all stakeholders. The aim of this assessment policy is to inform, instruct, and guide all members of the Jackson community in their knowledge and understanding of the school's process and procedures of recording and reporting student progress through the PYP.

EFFECTIVE ASSESSMENT

Pre-assessment: Assessment that is performed frequently to determine what students know and can do in order to plan the next steps of teaching.

At Jackson, pre-assessments take the form of Unit of Inquiry pre-assessments, provocations, observations, discussions, journal writing, formal and informal classroom assessments, standardized test performance, and conferencing

Formative assessment: Assessment that is woven throughout the daily learning process to direct and inform teaching.

Formative assessments occur through observations, discussions, exit tickets, homework, class activities/group work, quizzes and journal writing

Summative Assessment: Assessment that comprehensively demonstrates what had been learned in a transdisciplinary theme and content unit.

At Jackson, we have two types of summative assessments: concept based, and content based. The concept based summative assessment evaluates and informs student learning and understanding of the central idea and their demonstration of their learning in new and authentic contexts. Concept based assessments include, but are not limited to, oral presentations, journal writing, essays, investigations, problem-based projects, experiments, and short exercises/ discussion. On the other hand, content based summative assessments evaluate student understanding of the subject specific content taught in and out of the Programme of Inquiry. The content-based assessments are typically unit tests, essays, research projects, experimental projects, and oral presentations.

STANDARDIZED ASSESSMENTS

Warren T. Jackson aligns their teaching and instruction to the Georgia Standards of Excellence to prepare students for college and career readiness. In addition to the classroom assessments, the state of Georgia and Atlanta Public School district mandates the following standardized assessments to measure student achievement and understanding of these standards:

- Georgia Milestones- Given to 3rd-5th grade students at the end of the school year. Third and fourth grade students take Reading, Language, and Math End of Year Assessments. Fifth grade students take Reading, Language, Math, Science, and Social Studies End of Year Assessments
- Atlanta Public Schools Benchmarks- Given to 3rd-5th grade students twice a year. The Phenix Benchmarks are used to formatively assess student understanding of standards
- STAR Early Literacy, Reading, and Math- STAR is the Atlanta Public Schools Universal Screener used to identify at-risk students and monitor progress. Kindergarten and first grade students take the Early Literacy Test. Second through fifth grade students take STAR Reading and Math. These STAR tests are taken at minimum 3 times a year.
- GKIDS- The first component of GKIDS is the Readiness Check which is designed to be administered during the first six weeks of the kindergarten year. The Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS) and correlated to the state mandated content standards for kindergarten. The goal of the assessment is to provide information about the skills of the entering kindergarten students. The second component of GKIDS is the full Georgia Inventory assessment that is a yearlong performance-based assessment aligned to the state mandated content standards.

The following assessments are not mandated by the state or district, but are common assessments used at Jackson:

- Core Phonics- Kindergarten through second grade students complete Core Phonics testing twice a year. Core Phonics assesses phonemic awareness and phonics.
- Fountas and Pinnell- All students at Jackson (K-5) are given Fountas and Pinnell read assessments to determine current guided reading levels and growth. These assessments are completed at minimum twice a year.
- WriteScore- All students at Jackson (K-5) complete the WriteScore assessment to give formative and summative feedback on writing standards. Kindergarten and first grade students complete Opinion Genre assessments. Second through fifth grade students complete Opinion and Informational Genre assessments.

RETAKE POLICY

Atlanta Public School Board Policy allows for student retake for assessments when students do not show mastery of content (less than 70%). This retake allows students one additional opportunity to show understanding. The grades from the retake will be averaged with the original score.

LEARNER PROFILE

It is an expectation at our school that all members of the learning community will exhibit the ten attributes of the IB Learner Profile. In addition to exploring the learner profile attributes through the Programme of Inquiry, as a school we focus on the following attributes each month.

- August: Risk-taker
- September: Thinker
- October: Open-minded
- November: Reflective
- December: Caring
- January: Principled
- February: Open-minded
- March: Communicator
- April: Knowledgeable
- May: Balanced

Through books, videos, and classroom discussions, the school community will reflect on how the monthly attribute is exemplified. Staff members will use the language of the Learner Profile when recognizing student behavior, and each month, one student per class will be recognized for exhibiting the Learner Profile Attribute of the month.

On the official Atlanta Public Schools Report Card, teachers reflect on student development regarding the IB Learner Profile for each grading period, which is shared with parents along with academic progress. Students will work, with the guidance of the teacher, to reflect upon the ten attributes of the Learner Profile. This student reflection will be kept in student portfolios.

PORTFOLIOS

An ongoing, purposeful collection, or portfolio is composed of selected student work and is designed to demonstrate growth, creativity, and reflection throughout the Primary Years Program. The portfolio includes one piece of work from each unit of inquiry at every grade level, at the discretion of the student, along with reflection about their choice. This compilation of student work is kept at school and managed by students until they leave Jackson. Each year, students share their newly added work with their parents and guardians at student-led conferences scheduled at the end of each school year.

CONFERENCES

In order to ensure transparent and consistent lines of communication with all stakeholders, Warren T. Jackson hosts three types of conferences.

- Parent-Teacher Conferences: These occur throughout the school year and may be completed in person or by the phone. These conferences provide parents the opportunity to share information

about the learner to the teacher and for the teacher to provide the parent with information about the progress and growth of the learner.

- Teacher-Student Conferences: These conferences are ongoing and may include reflection, skill/strategy teaching, and goal setting. It provides students with individualized feedback and support
- Student-Led Conferences: Student led conferences occur at least once a year. In these conferences, the student is the facilitator and shares his/her IB Portfolio and explains its content. Parents and students reflect on the growth of the student and set goals together.

ASSESSMENT POLICY REVIEW

This policy will be formally reviewed, as needed, by Warren T. Jackson Elementary staff and community stakeholders to adapt to changing best practices, changes in the Primary Years Program, and changes in the needs of our community. The effectiveness of this policy will be reflected in our assessment data and feedback from stakeholders. We welcome comments and recommendations on this policy at any time.