

# Assessment Agreements

## Preschool

### **Purpose of Assessment:**

At the 3- and 4-year old Preschool, the primary purpose of assessment is to promote student learning and inform teachers, students, and families.

These are key aspects of assessment at the 3- and 4-year old level:

- Assessment is the gathering and analysis of information about student's performance. It identifies what students know, understand, can do and feel at different stages.
- Assessment informs teachers about next steps in planning and teaching
- Teachers also use assessment data to determine how to best meet students' needs. Assessment is integral to planning, teaching, and the learning process.
- Assessment also informs students. Students can use their assessment data to discover their strengths and weaknesses and to set goals for future learning.
- Assessment provides parents with an understanding of their child's progress to better support and celebrate their child's learning.
- Teachers and students need to be engaged in the assessing process.

### **Guiding Principles of Assessment**

Fritley Preschool is committed to supporting students' learning within their whole development; academic, social, physical, emotional, and cultural. The distinct and individual abilities of each child are challenged in such a way as to build self-esteem, attain academic growth, and prepare the child to live in the world as a responsible citizen.

### **High Quality Assessment:**

Assessments are varied in type, and there are different purposes for assessments. At the 3- and 4-year old Preschool, we believe that regardless of the purpose of an assessment, there are shared characteristics which have to be in place to be considered high quality. These characteristics include:

- Assessment is ongoing and incorporates a growth mindset; it does not happen just at the end of learning. (formative and summative) Teachers give students many opportunities to show their understanding and reassess as needed. Assessment results inform teachers, students, parents, and curriculum decisions.
- Assessments are based on a clear set of criteria to determine level of proficiency.
- Assessment criteria are shared with students prior to assessment.
- Assessments are relevant and appropriate; they assess knowledge, concepts, and/or skills. Assessment promotes development of critical and/or creative thinking skills.
- Teachers give students timely feedback.
- Students have opportunities to self-assess and reflect on their own learning.

- Assessment results are easily understood by others.
- Modifications are made when necessary.

**Assessment Strategies and Tools:**

We believe in using varied and valid assessment strategies and tools. Teams of teachers determine the appropriate assessment task based on the knowledge, concepts, and/or skills being assessed. The assessments used will also reflect the alignment of the PYP to the ECIPS (Early Childhood Indicators of Progress). These include, but are not limited to, the following:

<p><b>Varied Assessments:</b></p> <ul style="list-style-type: none"> <li>● Common District Assessments</li> <li>● Self-assessments</li> <li>● Observations</li> <li>● Writing samples</li> <li>● Performance Assessments</li> </ul>	<p><b>Varied Tools:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Checklists</li> <li>● Anecdotal Records</li> <li>● Comments</li> <li>● Portfolios</li> <li>● Conferences</li> </ul>
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**Data Reporting**

Information about data gathered through various state aligned testing methods will be communicated to families throughout the year. In the Fridley Preschool 3- and 4-year old program, TS Gold is the state test that is given to our students. 3- and 4-year old students are observed throughout the year by the teachers and on-going assessments are collected throughout the year.

**Assessing the Learner Profile:**

Students complete a formal learner profile reflection at the end of the school year. A copy of this self-reflection is sent home at the end of the school year. Each self-reflection for the learner profile includes the following components:

- A cover sheet explaining the student assessment to parents and defining the characteristics of the learner profile being focused on during each term
- A means for students to celebrate their growth in applying the characteristics of the learner profile in their own lives

In addition, the development of the attributes of the learner profile is communicated to families throughout the year in the forms of monthly newsletters, notes written to parents, face-to-face communication, our family engagement events, and at the conclusion of each planner.

**Assessing the Essential Elements:**

We assess all five of the PYP essential elements (knowledge, concepts, approaches to learning, attitudes, and action), either formally or informally. We recognize that some elements, such as attitudes and action, are mostly observed through student interactions, contributions, and self-reflections.

### **Our Portfolio Agreement:**

At the 3- and 4-year old Preschool we keep a paper portfolio of each student to provide evidence of learning and as a celebration of progress. Included in this portfolio are reflections of student work which may include (yet not limited to) art work, writing samples, videos, pictures, and student reflections and teacher rubrics.

**Purpose:** A portfolio is a collection of student work which shows evidence of the process of learning and progress over time. Portfolios are a tool that can be used for student reflection. They are also a way to communicate learning with parents and families.

**Organization:** Teachers, along with student input, will build the portfolios. The goal is to move the portfolios to electronic (using Google) as the resources become available to do so.

- The teachers will manage the student portfolios
- Artifacts in the portfolio will be clearly labeled
- Artifacts in the portfolio will reflect each of the four units of inquiry
- Artifacts may also reflect academic areas such as reading, writing, math, self-management skills, motor skills, and social behavior

### **Common District Assessments:**

- Reading Screener
- Math Screener
- Social Emotional Screener

### **Review of Assessment Agreements:**

#### ***Review of Language Agreements:***

Our building team members will review the language policy as needed, especially at times where there may be changes in our language practices.

During our PYP candidacy, our language policies will be reviewed by the building principal, PYP coordinator, EL district teacher, and our IB consultant. These team members will review this language policy, revise if needed, and set forth a plan to communicate our language policy to the staff.