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## **Rochester Arts and Sciences Academy Primary Years Programme Assessment Policy**

### **Assessment Philosophy**

At Rochester Arts and Sciences Academy we believe in the use of varied purposeful assessments because they strengthen our teaching and guide our instruction. Assessment is an ongoing process that involves students, teachers, parents, and community members in tracking progress and improving practices and performance. It allows us to identify what students know and understand, and highlight where they are in the learning process. Assessment will be used to give feedback on what students have learned and inform them on the next steps in learning. Effective assessment is authentic, specific, varied, collaborative, and interactive.

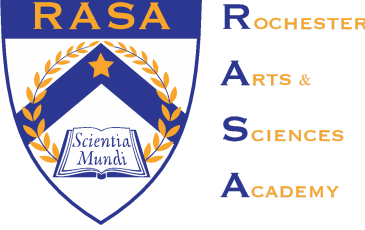
### **Purpose of Assessment**

- To collect data that drives instruction
- To understand our learners
- To identify students' strengths and areas for growth
- To help students grow as self-regulated learners
- To individualize instruction
- To track and communicate progress and growth within a community of learners
- To evaluate the depth of student and teacher inquiry

### **Types of Assessment**

- *Pre-assessment* provides the student and teacher with information on what the students already know and can do. This type of assessment guides the planning for the unit and helps students build on prior knowledge to gain new understandings.
- *Assessment for Learning*- This type of assessment happens throughout the learning process. It is interwoven with learning and helps teachers and students find out what the students already know and can do. It provides information that is used in order to plan the next stage in learning. Assessment and teaching are directly linked and function purposefully together. It aims to promote student efficacy by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop capacity for self-assessment, and to recognize the criteria for success.
- *Assessment of Learning*- aims to give students, teachers, parents, and the school community a clear insight into students' understanding. It is the culmination of the teaching and learning process, and gives students opportunities to demonstrate what has been learned. It should assess several elements simultaneously; it measures understanding of the central idea, and prompts students towards action.

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## 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
- Choose how to demonstrate their learning and knowledge
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self-assessment, 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

### *Allow teachers to:*

- Inform every state 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
- Collect both quantitative and qualitative data
- Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores)

### *Allow parents to:*

- See evidence of student learning
- Develop an understanding of the student's progress
- Provide opportunities to support and extend student learning
- Celebrate learning and student accomplishments

### *Allow school community to:*

- Record and track evidence of student learning
- Make informed decisions based on student learning
- Celebrate learning and student accomplishments

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## Assessment Strategies and Tools

Strategies are the methods or approaches that teachers use when gathering information about a student's learning. The tools help us evaluate and analyze the information that has been collected.

- Observations done on a regular basis (Tool example: anecdotal records)
- Performance assessments (Tool example: goal directed tasks with established criteria, where numerous approaches are possible, and there is rarely only one correct response)
- Process-focused assessment with systematic observations (Tool examples: checklists, continuums, learning logs, and inventories)
- Selected responses (Tool examples: tests and quizzes)
- Open-ended tasks (Tool example: students are presented with a prompt and asked to communicate an original response that is assessed with a student or teacher created rubric)
- Problematic-scenarios that are authentic to real world situations (Tool examples: rubrics and exemplars)
- Student reflections (Tool example: self or peer assessments)

## Documentation of Assessment

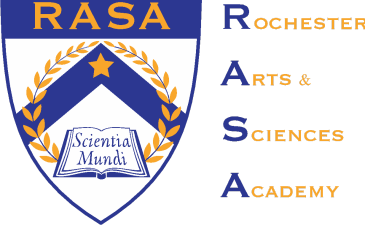
### Portfolios:

- *Purpose:* To document student growth as a learner and provide a continuum for students to track and reflect on their learning. The portfolio is used to provide data and work samples to students, parents, and teachers on student progress. They track growth on the elements of the PYP (profile traits, key concepts, ATLs, knowledge) \*Planners also document understanding of the central idea of units, student action, and evidence of agency.
- *Essential Agreements:* The school has developed an essential agreement for the school portfolio. Staff will add to the electronic portfolio weekly. Portfolios should include examples of students' work as well as student reflection. Portfolios should include varied work from all Units of Inquiry.

### Written Reports:

Rochester Arts and Sciences Academy staff will collaboratively plan assessment opportunities for each unit. Assessment should be used to help inform teaching and analyze student learning. When appropriate, expectations and assessment formats will be created with student input, particularly assessments related to the unit of inquiry.

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Students in K-5<sup>th</sup> grade will receive a report card three times a school year and students in PK/JK will receive a report card two times a school year. Report cards include the following:

- Performance related to the current unit of inquiry, language arts, math, and social/learning skills
- Teacher reflections on the student's progress, including behaviors related to the learner profile

#### Parent-Teacher Conferences:

Twice per year teachers will meet with parents for a conference. This is an opportunity for teachers to share growth, address goals, and establish areas for improvement for the coming year. Parents are present to help set the goals, celebrate successes, and discuss any concerns they have about the student's progress. Additional conferences will take place as needed throughout the school year.

#### Student-led Conferences:

At the start of the 5<sup>th</sup> term, all students will participate in student-led conferences. This is an opportunity for the student to reflect and share about their learning and growth. Students highlight what they feel is important to share as their strengths and areas of improvement, including both academic and the learner profile.

#### **Formal Assessments**

The following assessments will be administered to all students:

- Assessments for all 6 planners during the school year
- Designated assessments from math programs
- Fountas and Pinnell reading assessments three times per year
- CoGat Testing (4<sup>th</sup> Grade)

#### **Assessment Policy Committee**

The co-leaders of the assessment policy committee are the Principal and the PYP Coordinator. Each year, during back-to-school week the principal and the coordinator will lead a review of the assessment policy with all school staff. The PYP Coordinator will make the necessary updates and email the document to all staff members. The updated assessment policy will be uploaded to the school's website.

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