



## **Philosophy of Assessment**

Assessment at King-Murphy is fundamental to all teaching and learning. We believe it should guide students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, and the development of attitudes and the decision to take action. Assessment should be authentic, relevant, ongoing, rich, and engaging. All teachers are involved in assessment planning for their units of inquiry and any other subject areas that might not be included in the unit. We also believe that students should be involved in their own assessment growth. Therefore, we feel that all students should self-assess as well as peer assess throughout their units of study.

At King-Murphy we use a wide array of assessments to evaluate the process of inquiry as well as the products of inquiry. Teachers use formative and summative assessments which are based on real-life experience, standards based tests, achievement tests and self-assessments to examine student growth. This allows for differentiation of learning styles, multiple intelligence and abilities. With the data from these assessments teachers evaluate student growth and understanding and are able to differentiate for their students and better plan next steps in the instruction of the learners.

All members of the learning community are a part of the assessment process. Parents, teachers, and students receive ongoing feedback through a system of recording, analyzing, sharing, and storing of data. This occurs through report cards, parent teacher conferences, student led conferences with the sharing of portfolios, and student as well as teacher reflection of the learner profile and its attributes.

## **Purpose of Assessment**

The purpose of assessment at King-Murphy is to acquire information on students to know if they have gained an understanding of the concepts being taught, that they have a mastering of skills, a development of attitudes, an acquisition of knowledge, and that they are making decisions to take action on what they have learned. With this in mind, assessment helps guide teachers and their instruction of these essential elements.

## **Practice**

A diverse selection of formative and summative assessments will be used by the teachers throughout their units of study. With effective assessments students can demonstrate and share their learning and understanding, set goals, learn and



understand their strengths and weaknesses to grow as a learner. Assessing at King-Murphy happens on an on-going basis throughout the school day and year. King-Murphy assessments include:

- Pre and Post assessments (K-6<sup>th</sup>)
- Formative assessments related to lines of inquiry and standards based skills
- Summative assessments related to assessing the central idea with the units of inquiry
- Rubrics & Checklists
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-6<sup>th</sup>)
- Teaching Strategies Gold-Kindergarten Readiness Assessment
- Colorado Measures of Academic Success (CMAS) (3<sup>rd</sup>-6<sup>th</sup>)
  - Language Arts
  - Math
  - Science
  - Social Studies
- NWEA (1-6<sup>th</sup>)
- STAR Reading
- Star Math
  - Math Facts in a Flash
- Accelerated Reading (Comprehension/Literature assessment) (K-6<sup>th</sup>)
- Accelerated Math (Math concepts) (5<sup>th</sup>)
- Self-Evaluations (K-6<sup>th</sup>)
- Anecdotal Records (K-6<sup>th</sup>)
- Teacher-Made Assessments (K-6<sup>th</sup>)
  - CDE Standards Based
- Houghton Mifflin Journeys (K-6<sup>th</sup>)
  - Benchmark Unit Tests
  - Progress Monitoring Assessments
- Everyday Math Series (Unit Assessments) (K-6<sup>th</sup>)
- DRA Levels ( K-2<sup>nd</sup>)

### **Portfolios**

Portfolios will be used at each grade level (K-6<sup>th</sup>) to reflect on student growth throughout their years at King-Murphy. The portfolios will be housed in classrooms during the year and will be passed to the succeeding grade level teacher at the end of the year. Kindergarteners will be provided portfolios, by the school, at the start of their time at King-Murphy. If a student joins King-Murphy after their Kindergarten year, a 4 inch portfolio binder will be provided for them. The portfolios will be sent



home with students at the end of their sixth grade school year, or when they leave the school.

The staff of King-Murphy Elementary has agreed upon showing student growth in all subject areas through the use of the student portfolios. Each grade level has specific requirements for their student chosen and teacher chosen pieces, as stated in the King-Murphy Portfolio Agreements. All grade levels will show a reflection of the IB Learner Profile and Attitudes. All grade levels will show summative assessments from the units of inquiry and all student chosen work will be accompanied by a student reflection.

Portfolios will be shared with parents at the February Student Led Conferences. Teachers will revise and edit Portfolio Agreements at the end of each school year.

Type of Portfolio Selection	Kindergarten	Selection Date
Teacher/ Student selected samples of work	One student writing sample with reflection per semester.	End of each semester
	Three pieces of work from different units of inquiry with reflection	End of the year
	One Learner Profile/Attitude/ Transdisciplinary Skill reflection per semester	End of each semester
Type of Portfolio Selection	First Grade	Selection Date
Teacher selected samples of work	Beginning of the year copy of student writing sample	Fall
	NWEA Math and Reading Scores with Graphs	May NWEA Report
Student Selected samples of work	Student select the summative and one artifact from each unit of Inquiry – with reflection sheet	End of each unit
	Student selected writing	End of the Year
	Learner Profile Reflection	End of the Year
Type of Portfolio Selection	Second Grade	Selection Date
Teacher selected samples of work	One writing per semester	End of the semester
		End of year

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	Two pieces of work from any unit of inquiry  IB Profiles & Attitudes Waterfall books	End of year
Student Selected samples of work	Two pieces of work from any unit of inquiry  Intensive Reflection (written) on previously chosen work	End of year  End of year
<b>Type of Portfolio Selection</b>	<b>Third Grade</b>	<b>Selection Date</b>
Teacher selected samples of work	Summative assessment from each unit planner with reflection	End of each unit
Student Selected samples of work	One written piece per quarter  One piece of work per planner  Learner Profile/ Attitude Self-Assessment Reflection Checklist	End of each quarter  End of each unit  February Parent Teacher Conferences & End of the Year
<b>Type of Portfolio Selection</b>	<b>Fourth Grade</b>	<b>Selection Date</b>
Teacher selected samples of work	Summative from each unit of inquiry  One writing piece per quarter	End of each unit  During each quarter
Student Selected samples of work	One piece of work from each unit of inquiry w/ reflection  Learner Profile/ Attitude Self-Assessment Reflection Checklist	End of each unit  February Parent Teacher Conferences & End of the Year
<b>Type of Portfolio Selection</b>	<b>Fifth Grade</b>	<b>Selection Date</b>
Teacher selected samples of work	First quarter writing sample  Fourth quarter writing sample  Each summative assessment from a unit of inquiry(6)	End of first quarter  End of fourth quarter  By the end of the year



	Math: Beginning & End of Year Test  AR – Summative of Books Read	Beginning of the year pre-assessment & End of the year post-assessment  End of the year
Student Selected samples of work	Two pieces of work per semester with reflections  Learner Profile/ Attitude Self-Assessment Reflection	By the end of each semester  February Parent Teacher Conferences & End of the Year
<b>Type of Portfolio Selection</b>	<b>Sixth Grade</b>	<b>Selection Date</b>
Teacher selected samples of work	First quarter writing sample  Fourth quarter writing sample  Each summative assessment from a unit of inquiry(6)  Math: Beginning & End of Year Test  AR – Summative of Books Read	End of first quarter  End of fourth quarter  By the end of the year  Beginning of the year pre-assessment & End of the year post-assessment  End of the year
Student Selected samples of work	Two pieces of work per semester with reflections  Learner Profile/ Attitude Self-Assessment Reflection  Exhibition Evidence	By the end of each semester  February Parent Teacher Conferences & End of the Year  End of the Year

**Reporting**

Report cards are sent home quarterly. A standardized format is used for grades 1-6. King-Murphy report cards include reflection of the Learner Profile, the Transdisciplinary Themed Units of Inquiry, Transdisciplinary Skills, as well as grading of CDE state standards. Parents have access to view their student’s performance on-line through the on-line parent portal at Infinite Campus. Conferences are held twice a year, in the fall and spring, for communication on student achievement. The spring conferences are student led and student portfolios

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will be used throughout the meeting. Ongoing communication is fundamental to the philosophy of King-Murphy and its community and therefore teachers are continually communicating about student achievement through informal meetings, emails, phone calls, and or notes.

**Exhibition**

At the end of their sixth grade year, students will participate in the IB PYP Exhibition process. The whole staff at King-Murphy is in support of the Exhibition and lends support, guidance, and feedback as needed by each year's sixth grade class. Staff members may be asked to support students, by serving as mentors, and guide them through their final evaluation of the PYP.