



Aina Haina Elementary School Assessment Policy

Aina Haina Elementary School Mission Statement

Aina Haina strives to be the heart of our community where:

- ... every child matters and has a gift to share
- ... teachers and staff are dedicated, collaborative and caring
- ... families and the community partnerships are supportive and involved so that the academic learning environment, enriched by the arts, athletics and altruism, enables each child to participate productively in our global society.

Assessment Philosophy *(What do we believe about assessment?)*

At Aina Haina Elementary School, we believe that assessment is an ongoing process that is used to measure:

- (1) students' current level of understanding and experience about a particular concept to inform instruction (formative)
- (2) students' mastery of a specific skill or set of skills in relation to the learning goals (summative) and
- (3) effectiveness of instruction on student learning.

We believe that effective assessment should be ongoing and consist of descriptive feedback and criteria. There should be a variety of assessments utilized - written, performance, observation and conversation. It should involve both teachers and students and have a reporting system that shares meaningful information with interested parties (parents, other staff, other schools, etc.) in a way that is easily understood.

Our beliefs support our mission statement in that it allows for students to share what they have learned in a variety of ways, is collaborative in nature through feedback and various perspectives of reflection and involves parents in the assessment process.

Purpose for assessment *(What and why do we assess?)*

Assessment information is used for both formative and summative purposes, with the following specific goals in mind:

Formative (for learning)	Summative (of learning)
<ul style="list-style-type: none"> ● to determine levels of student understanding and achievement ● to guide general instruction ● to monitor student progress ● to group students for targeted intervention ● to pinpoint areas of need ● to show student growth ● to design instruction to meet the needs of each student 	<ul style="list-style-type: none"> ● to determine levels of student understanding and achievement ● to determine student progress ● to determine level of student achievement toward a learning target ● to foster meaningful reflection of progress by both student and teacher ● to evaluate the effectiveness of a specific teaching practice or strategy



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| <ul style="list-style-type: none">● to foster meaningful reflection of progress by both student and teacher● to evaluate the effectiveness of a specific teaching practice or strategy● to improve future instruction | |
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Assessment Practice / Essential Agreements (*How do we assess?*)

We use a variety of different assessment methods with the primary goal of gathering information that is useful in designing effective instruction leading to student growth and achievement. These consist of both formal and informal assessments and incorporate the principles mentioned in the preceding section. They include, but are not limited to the following:

- types of assessments
 - rubrics (teacher-made, student-made, commercial)
 - progress checks
 - observations
 - checklists
 - anecdotal records
 - performance and oral / written presentations
 - student self and peer reflections
- teacher made assessments
 - pre-assessments (What do students already know and have experienced?)
 - formative assessment
 - end-of-unit summative assessments
- program assessments
 - Wonders (language arts)
 - Screening, Placement, Diagnostic
 - Weekly/unit tests
 - Benchmark tests
 - Running Records
 - Stepping Stones (math)
 - Pretests
 - Interviews (Gr. 3-5)
 - Check ups
 - Performance Tasks (observation, discussion, journal, portfolio)
 - Quarterly Tests
- standardized computer-adaptive screening and progress monitoring assessments
 - *STAR Early Literacy (reading, math)* - Grades K-2
 - *STAR Reading* - Grades 2-5
 - *STAR Math* - Grades 2-5
 - Achieve 3000 (determine Lexile levels for their KidBiz articles) - Grades 2-5



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Mandatory State Standardized Testing

As a public school in the State of Hawaii Department of Education, PYP students in the identified grades are required to participate in annual testing as follows:

- *Smarter Balanced Assessment* - Grade 3-5 only
- *Hawaii State Assessment for Science* - Grade 4 only

Reporting Progress / Achievement Levels

As a public school in the State of Hawaii Department of Education, teachers complete a progress report for each student on a quarterly basis. This report shares the student's level of proficiency in:

- **Common Core State Standards** for:
 - English Language Arts (ELA)
 - Mathematics
- **Hawaii State Content and Performance Standards** in:
 - Science
 - Social Studies
 - Fine Arts (visual, performing)
 - Health
 - Physical Education
 - World Language
 - Career and Technical Education
- **General Learner Outcomes** (These easily align with the *Learner Profile characteristics*. One way to align them is listed below - the alignment is not limited to the example given.)
 - Self-directed Learner (The ability to be responsible for one's own learning)
 - **Inquirer**
 - **Balanced**
 - **Risk-Taker / Courageous**
 - **Reflective**
 - Community Contributor (The understanding that it is essential for human beings to work together)
 - **Open-Minded**
 - **Caring**
 - Complex Thinker (The ability to demonstrate critical thinking and problem solving)
 - **Knowledgeable**
 - **Thinker**
 - Quality Producer (The ability to recognize and produce quality performance and quality products)
 - *(same as Self-directed Learner)*
 - Effective Communicator (The ability to communicate effectively)
 - **Communicator**
 - Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)
 - **Principled**

