



For the students:

- To promote reflection
- To determine the level of student understanding and knowledge
- To demonstrate learning
- To monitor progress and growth
- To promote further understanding and investigation
- To evaluate inquiry
- To set goals
- To promote student agency

For the parents:

- To determine the level of student understanding and knowledge
- To monitor progress and growth

Assessing Students

Effective assessments allow teachers to:

- ⇒ identify areas that need further instruction and explanation in both Spanish and English
- ⇒ reflect upon their teaching practices
- ⇒ monitor and communicate student progress to parents
- ⇒ adapt lesson plans to meet individual student needs
- ⇒ prepare for further student inquiry
- ⇒ modify instruction based on student performance
- ⇒ collect both quantitative and qualitative data

Effective assessments allow students to:

- ⇒ demonstrate and share their learning and understanding with others
- ⇒ assess prior knowledge to guide inquiry
- ⇒ identify individual needs and set goals for further learning
- ⇒ take pride in their work

Strategies for Assessments:

Formative, Summative, and Self-Assessments are incorporated throughout the curriculum. Classroom assessments serve different purposes at different times. Formative assessments deliver information during the instructional process and provide information to be used to plan the next stage of learning. Summative assessments assess student understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning. There are a range of strategies for formative and summative assessments.

Observations

- Individual Behaviors
- Cooperative Group behaviors
- Transdisciplinary Skills
- Academic Skills
- Oral Language (Spanish and English)
- IB Learner Profile
- Self- Reflection and Group Reflection
- Student Surveys
- Class Discussion

Performance Assessments

- Presentations Oral, Media, etc.
- Problem-Solving Tasks
- Demonstrations
- Peer-Evaluation
- Transdisciplinary skills
- Academic skills
- Istation

Selected Responses

- Quizzes
- Written Tests
- Oral Tests
- Exit Tickets
- On-line (menti.com, plickers.com, kahoot!.com)

Open-Ended Tasks

- Portfolio

Self-Assessments

- Checklists
- Journals
- Rubric
- Rating Scales
- Success Criteria

Using a wide range of tools for assessment:

- Rubrics
- Checklists
- Graphic Organizer
- Common Assessments
- Anecdotal Records
- Fluency
- Portfolios
- Conferences
- Exemplar
- Renaissance: Accelerated Readers (AR) and STAR
- CFA (Common Formative Assessment) *District Assessments-IABs*, Common Grade Level Assessment, and MAP
- ELPAC Test
- Journals
- Standardized tests (CAASPP)
- Written Assessments
- Running Records
- Happy Numbers
- IB Culminating Task
- IB Summative Task

What We Assess:

At Dolores Huerta International Academy, we assess student learning through the transdisciplinary units of inquiry. Teacher assesses the products of inquiry through language arts, oral language, math, science, social studies, physical education, art, music, as well as citizenship and work habits in both English and Spanish. There is on-going reflection on the development of the Learner Profile by the students throughout our transdisciplinary themes. The approaches to learning are integrated throughout the curriculum.

Reporting Assessments

Assessments of Student Performance are shared through:

- Cumulative records
- District common assessments CFA (see below)
- Progress reports (see below Q1 and Q3)
- Report cards (see below Semestn1 Oral m0ET4(mestn-6)-6(e) 2 TJETQq0.0000092 0 612 79 reW*ñBT/F

State Standardized Tests

Initial California English Language Development Test (CELDT) - Writing Subtest

Physical Fitness

In February of each year, Dolores Huerta International Academy 5th grade students take a state

ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standard in all six fitness areas are considered to be physically fit or in the

website www.cde.ca.gov/ta/tg/pf.

Reviewed by IB Pedagogical Team 2/12/2021:

Sandra Loudermilk, Principal
Janet Rivera, Assistant Principal
Marbely Gonzalez, 1st Grade Teacher
Erica Olmedo, 2nd Grade Teachers
Malena Peterson, 3rd Grade Teacher
Ana Abrego, Intervention Specialist

Reviewed by IB Pedagogical Team 10/13/2021

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