

Shepherd ES Assessment Policy

Statement of Philosophy:

Shepherd Elementary School is an International Baccalaureate (IB) school. Our goal is to develop inquisitive, international-minded learners, who think globally and act compassionately. We have a vibrant, dedicated school community, where all stakeholders work collaboratively to ensure that all students meet and exceed our high expectations. At Shepherd, we believe in using assessment not only to track student growth, but also to provide students with the opportunity to take ownership of their own learning.

Types of Assessments:

- ***Self-Assessment and Reflection-*** We strive to provide students with multiple opportunities to self-assess and reflect. Students can self-assess their learning by using rubrics, checklists, and other forms of self-assessment. Additionally, we encourage students to reflect on their learning regularly so that they are aware of their strengths and opportunities for growth during the learning process.
- ***Pre-Assessments-*** Pre-Assessments are given before learning occurs to determine the prior knowledge that a student has on a given topic. Teachers then use the results from this type of assessment to differentiate instruction so that students receive instruction that is tailored to their specific needs.
- ***Formative Assessments-*** Formative Assessments are assessments that are given throughout the learning process to determine how students are progressing. There are many different types of formative assessments such as anecdotal notes, quizzes, and graphic organizers. Teachers use a variety of formative assessments to ensure that every student has an opportunity to demonstrate their knowledge based on their learning style.
- ***Summative Assessments-*** Summative Assessments are typically given at the end of a unit, quarter, or school year to determine academic growth over a period of time. Summative assessments tend to be more formal in nature and cover multiple concepts and skills. DCPS requires students complete the summative assessments listed below.
<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY%2019-20%20Final%20Public-Facing%20Assessments%20Calendar-ES.pdf>

Academic Reporting:

Students in grades K-5 receive academic reports every quarter. The academic report cards inform parents on how students are progressing throughout the school year. Students receive grades for academics, work habits, and personal and social skills.

Parent-Teacher conferences are held every quarter. These conferences provide parents with opportunities to speak one-on-one with teachers about student progress. During these conferences, parents and teachers discuss areas of strength as well as areas of growth regarding both academics and behavior.

Academic Honesty:

At Shepherd, academic honesty is a priority. We hold students to very high expectations. Cheating and plagiarizing are unacceptable. We provide students with the resources and tools to achieve academic success with integrity. We believe that through developing the IB learner profile attributes, students will have a strong foundation for becoming successful, lifelong learners. These standards are upheld in virtual learning spaces as well. Clear expectations are set for administering virtual assessments to students. Students are closely monitored to obtain the most accurate data on their progress.