



Uplift Meridian Preparatory Assessment Policy

The purpose of this document is to clarify understanding of the assessment process within our school. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the entire scholar and is to be communicated and understood by all continuing and new teachers, scholars, parents, and administrators. It is directly linked to our mission and vision statement which is:

Vision

To be a collaborative community of educators, families, and scholar inquirers to place scholars on a college-ready path and to develop globally-minded, courageous and compassionate leaders who will be at the helm of their communities.

Mission

To accomplish ambitious scholar personalized learning goals through bold teaching practice to ensure that scholars are meeting or exceeding college-ready benchmarks.

Philosophy

We believe the teaching and learning cycle starts with assessment, rather than teaching, because if you don't know what scholars already know and can do, you can't know where to start teaching.

Assessment at Uplift Meridian Preparatory involves collecting and analyzing assessment information to evaluate and elevate our instructional programs, drive teaching and learning, and determine scholars' level of understanding and development. Because assessment guides our planning and instruction, we make sure that it is relevant, varied, and continuous. We regularly communicate assessment information to and with teachers, scholars, parents, and administrators.

Mandatory Assessments

Assessments required by the State of Texas, Uplift Education, or Uplift Meridian Preparatory include:

- State of Texas Assessments of Academic Progress (STAAR); 3rd – 5th grades
- Texas English Language Proficiency Assessment System (TELPAS); LEP K-5th grades
- NWEA, Measures of Academic Progress (MAP); K-5th grades
- Common Assessments (Network); K- 5th grades
- Fountas & Pinnell Benchmark Assessment System (BAS); K-5th grades
- Istation ISIP Reading Assessment; K-5th grades
- Spatial-Temporal Math (ST Math); K-5th grades



Uplift Meridian Preparatory Assessment Policy

Assessment Practices

- Pre-Assessment – used to collect information about scholars' prior knowledge and preparedness for new learning.

These assessments can be formal or informal and may include, but are not limited to KWL, journal prompts, performance task, teacher observations, directed questions and conversations,

- Formative Assessments – used to collect information needed to adjust instruction in order to improve learning and plan for the next stage in the learning process.

These assessments can be formal or informal and may include, but are not limited to independent practice, quiz or exit ticket, directed questions, performance task or demonstration, rubrics or checklists, scholar self-evaluations

- Summative Assessments – used to collect information about what scholars have learned and can demonstrate by the end of the instructional unit.

These assessments are formal and **will** include:

- Standards-based assessments (3 week assessment, unit assessment)
- PYP Summative Assessment (project-based)

Uplift Meridian Preparatory will formally assess scholars every three weeks. Any standards-based summative assessment given (3 week or unit) will not exceed 15 questions.

Scholars at all grade levels will be expected complete a PYP Summative Assessment (project-based) at the end of each unit. Such assessment task are included within the PYP planner for each of the six units of inquiry.

- Portfolios – used to provide a continuum to track scholars' learning process and define their growth and development as a learner.

Portfolios should celebrate scholar learning through the PYP and will be used by scholars to communicate this learning with parents at scholar-led conferences and with teachers and peers throughout the year.

- Essential Agreements for Portfolios
 - Current Grade Level POI should be at the beginning of the portfolio
 - One piece of scholar selected work for each planner (a total of 6 for the year)
 - A brief reflection/scholar response for each selected piece
 - One selection from any of the following areas: Art, PE, Spanish
 - PYP Learner Profile Reflection for grade level specific attributes



Uplift Meridian Preparatory Assessment Policy

- Portfolios are housed in the classroom and do not go home, following the scholar from one grade to the next (5th grade scholars will take portfolios home at the end of the school year)
- Portfolios are accessible to scholars and visitors
- Teachers help scholars learn how to thoughtfully choose/remove work for their portfolio

Reporting Practices

Uplift Meridian Preparatory regularly reports on scholar progress to scholars and parents in the following ways:

- 9-week report cards (standards-based and 100 point scale)
- Progress reports every 3-4 weeks
- Parent Link access to view student progress anytime through web-based gradebook system
- Conferences
 - Scholar/Teacher conferences take place frequently and on a continuous basis for on-going improvement.
 - Parent/Teacher conferences take place at the end of the 1st and 3rd quarters, in conjunction with report card pick-up. Additional conferences, in-person, by phone, or email, are conducted as needed throughout the school year.
 - Scholar-Led conferences take place at the end of the 2nd and 3rd quarters for scholars to reflect on and celebrate his/her learning, using their portfolio selections as a guide.
 - Goal Setting/MAP Data Night takes place early fall and spring and is dedicated to interpreting scholars MAP data and setting the academic goals to be achieved for the school year.
- posted School Report Card as part of the State of Texas Academic Excellence Indicator System

Assessment Policy Review

The Uplift Meridian Preparatory Assessment Policy will go into effect on August 9, 2016, and will be reviewed annually and when changes are deemed necessary.