

**Austin Elementary School
A Pre-K through Third Grade School
2010-2011 Student Handbook**

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Topic: Classroom Assessment

Rationale

At Austin Elementary School, we believe that classroom assessment should be conducted through Progress Monitoring, Semester-End Assessments, as well as mandated State Testing. Assessments include both summative and formative assessment tools which provide indication of progress.

Progress Monitoring Assessments are used to measure student outcomes while Semester-End Assessments are used to estimate knowledge growth on a semi-annual basis and provide the school and district with data against national norms.

Policies

Progress Monitoring Assessments are most frequently used at Austin Elementary. They are frequent and provide feedback on skills currently taught. They include both summative evaluations of student learning outcomes and formative testing which provides continual feedback which drives teaching and learning.

Summative Assessments: State Assessments, District Benchmarks, End of Unit Tests

Formative Assessments: Questioning, Observations, Self and Peer Assessments, Record Keeping

We focus on assessing student learning to tailor instruction to meet individual learning needs. These Curriculum –Based Measurements will be conducted in all content areas and will be monitored over the course of a student’s enrollment at our school.

Progress Monitoring Assessments are created through collaboration between Austin’s teachers, administrators, and family members. At Austin we believe that families provide critical information about the students’ home life that allows for a safe, nurturing school environment where assessment evaluates student progress and teacher instruction.

Information regarding assessments will be shared with students, parents, and faculty members. When possible, Austin will provide assessment in results so students can make a connection between their efforts and results.

Modifications/Accommodations

At Austin Elementary we believe that all children have unique learning needs. When considering accommodations and modifications during assessments general education, special education, parents, and students MUST be a part of the decision making process.

Accommodated and modified assessments may include (but are not limited to) adjustments in:

- Assistance
- Length
- Formats
- Learning tools
- Evaluation standards

Topic: Homework

Rationale

At Austin Elementary School, we believe that homework provides students with opportunities to practice and extend what they have learned in the classroom. Positive outcomes of homework include retention of material, improved attitudes towards learning and study skills as well as responsibility. We believe that nightly completion of homework is critical for classroom success.

Policies

At Austin Elementary all homework has a purpose. Whether it is to reinforce a lesson from class or enrich curriculum, homework will be meaningful and provide students with opportunities to engage in learning.

To make homework individualized, homework should be differentiated to meet learning needs. Differentiated homework means that students will complete assignments on a variety of levels. At the beginning of each school year parents, students, and teachers will create and sign a Differentiated Homework Plan, which sets goals and standards for homework. This plan clearly defines the roles and responsibilities of individuals involved.

Before homework is sent home, students will know the material, have the assignment thoroughly explained, and have due dates written in a place where it is visible for parents to see. We focus on clearly communicating homework and homework policies to students and parents. Homework will be communicated through newsletters, planners, email, or homework calendars.

Homework assignments should vary, but should not exceed the maximum allotment of time per grade level. Additional reading for practice and pleasure should be encouraged nightly.

Grade Level	Content Area Homework
Kindergarten	15 minutes
First Grade	20-30 minutes
Second Grade	20-40 minutes
Third Grade	30-45 minutes

Modifications/Accommodations

At Austin Elementary we believe that all children have unique learning needs. When considering accommodations and modifications for homework assignments general education, special education, parents, and students MUST be a part of the decision making process.

Accommodated and modified homework will be notified before it is sent home. Most accommodations include (but are not limited to) adjustments in:

- Assistance
- Length
- Formats
- Learning tools
- Evaluation standards