



Assessment Policy

Freedom 7 Elementary School of International Studies

Philosophy

What are our views on assessment?

- Assessment is ongoing and measures growth in areas of student need through various methods.
- Assessing learning follows backward and forward design methodology.
- Assessment includes pre, formative, and summative.
- Peer and self-assessment is part of the process.
- Assessments include both academic and behavioral components (Learner Profile).
- Reflection of learning by students, teachers, and parents is an essential part of assessment.
- Assessments are differentiated according to individual student's needs, learning style(s), and choice.
- Assessments are relevant with clear expectations for the students and provide prompt feedback.

Purpose

What is our purpose regarding assessment?

- To measure student performance and growth in learning.
- To identify strengths and areas for growth in order to guide instruction and address students' learning needs.
- To inform parents, students, and community of student progress.
- To encourage student agency and action for learning by providing timely and meaningful feedback.

Principles

What are our guiding principles?

- A variety of assessment strategies will be ongoing and consistent to measure student growth (including pre, formative, summative, and self-assessments.)
- Assessment should focus on content, process, and product in learning.
- Assessment should provide for synthesis, application, and transfer of learning.
- Assessment should be developmentally appropriate and focus on real-life learning and state standards.
- Assessment should involve reflection on learning and acceptance of different points of view.
- Teachers and students use classroom assessment information to revise and guide teaching and learning.

Policies

What are our essential agreements regarding assessment?

- Assessment is ongoing and guides instruction.
- Assessment is meaningful and authentic with written expectations for students, parents and teachers across all grade levels consistently.
- Specific feedback and results are provided in a timely manner.
- Formative and Summative assessments are to be completed in class and uploaded into the digital portfolio.
- The assessment policy will be reviewed annually and revised as needed.

Practices

What are our assessment practices?

- Use of digital portfolios is an essential component of assessment.
- Different assessment strategies, both holistic and analytical will be used.
- Assessment includes IB, district and state mandated requirements.
- Student progress is reported to parents quarterly using the district Interim and Progress Report. Both are posted electronically on FOCUS (electronic gradebook)
- Student progress is communicated to parents at least every two weeks (can be more) electronically through FOCUS (Grades 3-6) and weekly through Friday Folders (K-6).
- Enrichment Classes and Special Needs Program (ESE) progress reports are sent home once per semester.
- Progress in the development of the Approaches to Learning and the IB PYP Learner Profile attributes is included in the comment section on the quarterly progress reports, digital portfolio documentation, and shared at student led conferences.

- Common Pre, Formative, and Summative assessments are purposefully and collaboratively planned by teachers and IB PYP Coordinators with student input, and are used to guide instruction as documented in grade level unit planners.
- Student reflection is included in Pre, Formative and Summative assessments as evidence of learning.
- Student evidence of learning is used by students and teachers to record, monitor, analyze, and reflect on growth for goal setting.
- Teacher/student created rubrics are used for Formative and Summative assessments and parents have a shared understanding of the assessment process.
- Peer/Self-Assessment is utilized both formally and informally across the grade levels.
- Assessments of the Enhanced PYP Programme are included in rubric criteria.
- Grades 1-5 conduct Student Led Conferences(SLC) once per semester. 6th Grade-first semester only and Kindergarten second semester only.
- Student digital portfolios are kept online and are readily available to the students, teachers and parents.
- Teachers record diagnostic and benchmark data on an electronic spreadsheet titled “Data Profile Sheet”.
- Assessments are included in the MTSS(Multi-Tiered Systems of Support) process at the school and are analyzed every 4-6 weeks. Interventions are planned based on the data analysis and collaborative team suggestions.
- The lowest score entered on FOCUS will be a 49% (No zeros will be entered)
- Common grade level practices included per grade level team upon administrative approval:
 - Common assessments, retakes, weighting, dropping grades, etc. These practices will be discussed in PLCs and need administrative approval.

Professional Development

What is our responsibility for professional development in assessment?

- Reflect on and discuss assessment policies and practices during faculty meetings and other professional development.
- Grade level team and Enrichment teachers collaborate and establish assessment policies and practices to support the Programme of Inquiry.
- Teachers participate in Professional Development related to assessment based on the current needs and best practices of the IB Primary Years Programme.
- PYP 101 supports new teachers to the school in creating authentic assessments related to the Units of Inquiry.