

We review our IB Policies annually at the beginning of the school year with our IB Committee, Faculty and Staff members. In addition, the policies are shared with our Parent Organization and SAC Committee and published on our school's website. All members are given the opportunity to offer suggested feedback for revisions before final publishing. The most recent version of our Assessment Policy is September 2022.



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 and outlets.
- Assessment of learning follows backward and feedforward design methodology.
- General assessment, co-creation, and peer/self-assessment include, but are not limited to pre, formative, and summative assessments.
- Assessments include academic (Florida State Standards and Units of Inquiry components) along with character development components (IB Learner Profile).
- Reflection of learning by students, teachers, and parents through Student Led Conferences is an essential part of assessment.
- Assessments are differentiated according to individual student need, learning style(s), and choice.
- Assessments are relevant with clear expectations for the students and provide prompt feedback/feedforward.
- Students are involved in the assessment process.

Purpose

Why do we assess?

- 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 in their natural learning environment.
- To inform parents, students, and community of student development of the grade level standards as well as the IB Learner Profile attributes and use of the Approaches to Learning.
- To encourage student agency and action for learning by providing timely and meaningful feedback/feedforward.

We review our IB Policies annually at the beginning of the school year with our IB Committee, Faculty and Staff members. In addition, the policies are shared with our Parent Organization and SAC Committee and published on our school's website. All members are given the opportunity to offer suggested feedback for revisions before final publishing. The most recent version of our Assessment Policy is September 2022.

Principles

What are our guiding principles?

- 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 scenarios that assess the Florida Standards and components of the Primary Years Programme's Units of Inquiry.
- Assessment should involve integrity, reflection on learning, and acceptance of different perspectives.
- Teachers and students use classroom assessment information to revise and guide teaching and learning.
- Students will be given the opportunity to demonstrate agency by being involved in the co-construction of learning goals, success criteria, and unit assessments and/or rubrics.
- Feedback and feedforward should be purposeful, meaningful, and constructive.

Policies

What are our essential agreements regarding assessment?

- Assessment is ongoing, reflective in nature and informs instruction.
- Assessment is meaningful and authentic with written expectations for learners across all grade levels.
- Specific feedback and assessment results are provided in a timely manner.
- Formative and Summative Assessments are to be completed in class and uploaded into the digital portfolio.
- Additional assessment pieces may be selected and added to the portfolio by students, allowing for choice and agency.
- The Assessment Policy will be reviewed annually and revised as needed.

We review our IB Policies annually at the beginning of the school year with our IB Committee, Faculty and Staff members. In addition, the policies are shared with our Parent Organization and SAC Committee and published on our school's website. All members are given the opportunity to offer suggested feedback for revisions before final publishing. The most recent version of our Assessment Policy is September 2022.

Practices

What are our assessment practices?

- Use of Toddle as the platform for digital portfolios is an essential component of assessment and is readily available to the learning community.
- Varied assessment strategies, both holistic (formal and informal) and analytical will be used.
- Assessment includes Primary Years Programme, district and state mandated requirements.
- Student progress is reported quarterly to parents using the district Interim and Progress Reports. (Both are posted electronically on FOCUS (district electronic gradebook).
- Student progress (academic/behavioral) is communicated to parents electronically through FOCUS and Friday Folders (K-6).
- Enrichment Classes and Inclusion Programs (ESE) communicate progress through reports sent home each semester or more frequently as necessary.
- Progress in the development of the school's Program of Inquiry, State Standards, 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 annually during 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 and reflection as documented in grade level unit planners.
- Evidence of learning is used by students and teachers to record, monitor, analyze, and reflect on growth for feedforward.
- Teacher and student co-created rubrics are used for Formative and Summative assessments and parents are informed of the assessment process.
- Teacher/Peer/Self-Assessment/Adjustment is utilized both formally and informally across the grade levels.
- Students in grades 1-5 facilitate Student Led Conferences (SLC) once per semester. Sixth grade students-first semester only and Kindergarten second semester only.
- Teachers record and analyze 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 reported grade entered on FOCUS will be 59%.
- Common grade level practices included per grade level team upon administrative approval:

We review our IB Policies annually at the beginning of the school year with our IB Committee, Faculty and Staff members. In addition, the policies are shared with our Parent Organization and SAC Committee and published on our school's website. All members are given the opportunity to offer suggested feedback for revisions before final publishing. The most recent version of our Assessment Policy is September 2022.

- Common assessments, retakes, weighting, dropping grades, etc. 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, PLCs, 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.
- Teachers are expected to incorporate new learning and best practices into teaching and learning.

Mrs. Kathryn Lott
Principal
Mrs. Jesse De Leon
Assistant Principal

Mrs. Jennifer Noe & Mrs. Lisa Enrique
IB PYP Coordinators