

Annabel C. Perry PreK-8 Assessment Policy



This document's purpose is to provide teachers with a clear understanding of the assessment process within our school setting. This document will continue to change as the needs and our district assessment mandates and teacher preference of assessment tool effectiveness changes.

The primary purpose of assessment and evaluation at Anabel C. Perry PreK-8 is to support and improve student learning. As all students have different learning styles, experiences, and abilities, the assessments and evaluations of their learning must be fair. Assessments must vary in nature to allow students to demonstrate the full range of their learning.

Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is directly linked to our mission statement, which is:

The mission of Annabel C. Perry PreK-8 is to create "A Culture of Caring" in a safe and nurturing environment by being open-minded about other cultures, showing compassion toward others, and reflecting on individual behavior in order to promote international minded people.

Annabel C. Perry PreK-8 has a firm belief in utilizing our assessment data as a tool to guide our planning and instruction to support and enhance student learning.

Purpose:

- To collect meaningful data that drives instruction and student learning
- To evaluate and strengthen our learning process and practices as educators
- To identify students' strengths and needs to better understand our learners
- To individualize instruction based on student needs
- To monitor progress and growth within a community of learners
- To communicate student progress with students and parents
- To facilitate students' own understanding of their growth and progress

Types:

Formative Assessments

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the curriculum and woven into the

Created 8/21/11

Updated 10/7/13 and 10/4/17, 2018,2023,2024

daily learning process and is an integral part of instruction. It provides teachers and students with information about how learning is progressing. It helps the teacher to plan the next stage of learning. It is integrated into the curriculum and woven into the daily process. It provides teachers and students with information about how learning is progressing and gives opportunities to plan lessons accordingly.

Types of Formative Assessments to Utilize:

Primary Years Program (PYP)

Middle Years Program (MYP)

- C.A.R.E. Mini-benchmark assessment (PYP)
- ~~Benchmark Assessment Systems (BAS)~~
- ~~Curriculum Associates (LAFS) (MYP)~~
- LAFS (pre/post) (PYP and ~~MYP~~)
- LAFS Scales and goals (PYP and ~~MYP~~)
- Journals (PYP and ~~MYP~~)
- Rubrics (PYP and ~~MYP~~)
- Individual review (PYP and ~~MYP~~)
- Checklists (PYP and ~~MYP~~)
- Student teacher conferences (~~MYP and~~ PYP)
- iReady Standards Mastery (PYP)
- Keystones (PYP)
- State Assessment once yearly between April and May: Benchmark Assessment System (BAS)

Summative Assessments:

Primary Years Program (PYP)

Summative assessments are ongoing throughout the learning cycle when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessments are a means to gauge, at a particular point in time, student learning relative to the pre-defined criteria communicated to students prior to and during summative assessments. Although the information gathered from this type of assessment is important, it can only help in evaluating certain aspects of the learning process.

Middle Years Program (MYP)

~~Summative assessments take place at the end of each PBL. Students collaborate and complete group projects at the end of investigating and resolving real-world problems. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Project Design Rubrics pre-defined criteria are communicated to students at the onset of PLS's.~~

Types of Summative Assessments to Utilize:

- Unit test (PYP and ~~MYP~~)
- Exhibition (PYP)

Created 8/21/11

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- iReady Diagnostics (PYP ~~and MYP~~)
- Individual and group projects or presentations (PYP ~~and MYP~~)
- Culminating unit projects (PYP ~~and MYP~~)
- Florida Standard Assessments (FSA) (between April and May) (~~MYP~~ and PYP)
- IB Transdisciplinary Theme unit assessments that include PYP elements (PYP)
- Keystone Units (current events) (PYP)

Effective Assessments Allow Students to:

- demonstrate and share their learning and understanding
- set learning goals for reaching expectations
- use their own learning strategies and build on their own strengths
- succeed using different learning styles
- build confidence and independence while doing their own work
- express their points of view and understanding of the broader world
- understand their own needs and how to improve them
- fosters responsibility
- guide the inquiry process using real world authentic experiences
- understand in advance the criteria for producing a quality product or performance
- participate in self and peer reflection

Effective Assessments Allow Teachers to:

- use both qualitative and quantitative data to guide every stage of teaching and learning
- collaboratively reflect on student progress and needs
- differentiate their instruction
- intervene at the first indication of student need
- define expectations and outcomes for student and teacher led inquiry
- adapt for unique learning styles
- acquire data that can be used to inform students, teachers, grade levels, school, and community of student performance
- prepare for future inquiries and student questioning

Effective Assessments Allow Parents to:

- understand student learning goals and progress
- keep parents informed and provide resources to address weaknesses or strengths
- provide support outside of school
- celebrate learning and student accomplishments

Documentation and Reporting:

- portfolios are a collection of student artifacts that represent individual learning (not evaluative data)
- portfolios will be used to document student growth and provide a continuum for students to track their learning process and define their growth as a learner. Each grade

level will establish essential agreements for what will be included in the portfolio (these agreements will be added to this document when completed).

- each grade level will determine how they will share out IB traits.
- Conferences:
 - Parent teacher conferences
 - Student led conferences

Student and teacher select items from their portfolio to share. They discuss what they learned and how it ties into IB attitudes, attributes, and concepts for learning. Students can select items and learning goals with help from their teacher before the parent conference. This is student led and a celebration of student learning.

- Interims and Report cards
 - Available every nine weeks
- Exhibition

Mandatory Assessment for Primary or Middle Years Program:

All teachers will be required to administer and promptly record the following assessments based on their assignment/role and requirements set by the School Board of Broward County. Literacy coaches are also able to input corrective assessment.

- BAS
- ~~FAIR~~
- WIDA
- Primary Reading
- Letters Names/Sounds
- FSA
- Progress Monitoring (every eight weeks/interventionist or classroom teacher)
- Standard mastery formal assessment grades
- iReady

At the onset of each lesson, teachers will introduce lesson standards to students before starting. In order to have an understanding of what they are about to learn, student will be allowed to internalize what they are about to study through peer discussion. They will use the think-pair-share strategy, then when asked, students will restate the meaning of the standards in their own words. When students revisit those standards at various points during the lesson, they will be able to monitor if they are grasping the standards being taught. At the end of the lesson, when students review the standards they are learning, they will use an end-of-lesson self-reflection tool to measure how well they have grasped the standard. Teachers and students will use student reflections and lesson assessment results to determine proficiency of the standards assessed and use those results to determine next steps. Students need to know how to identify resources that can facilitate their learning of those standards.