

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 November 2023.

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 feedback and feedforward design methodology.
- General assessment and peer/self-assessment includes, but is 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.
- Unit assessments are differentiated by content, process, and/or product.
- Unit assessments are relevant with clear expectations for the students and provide prompt feedback/feedforward.
- Students are often involved in the unit assessment process through co-creation of success criteria.

Purpose

Why do we assess?

- To measure and monitor 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.
- As a method of gathering data 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.

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Principles

What are our guiding principles?

Unit, District, and/or State Assessments will:

- Be ongoing and consistent measures of student growth (including diagnostic, pre, formative, summative, and self-assessments).
- Be differentiated (when possible) by content, process, and product.
- Provide opportunities for synthesis, application, and transfer of learning.
- 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.
- Involve integrity, reflection on learning, and acceptance of varied perspectives.
- Be used to revise and guide teaching and learning.
- Allow for student agency (when possible) by involving students in the co-construction of learning goals, success criteria, unit assessments and/or rubrics.

Policies

What are our essential agreements regarding assessment?

- Assessment is ongoing, reflective and informs teaching and learning.
- 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.

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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.
- Assessments include: the Primary Years Programme, district and state mandated requirements.
- Student progress is reported quarterly to parents using the district electronic platform FOCUS for Interim and Progress Reports.
- Student progress (academic/behavioral) is communicated to parents electronically through FOCUS and Friday Folders (K-6).
- Enrichment programs and Inclusion Programs (ESE/GSP/SLP) communicate progress through reports sent home per semester.
- Progress in student development of the units of inquiry, state standards, Approaches to Learning and the IB Learner Profile attributes may be included in the comment section on the quarterly progress reports, digital portfolio documentation, and shared annually with parent/s/guardian/s during student-led conferences.
- Grade level common Pre, Formative, and Summative unit assessments are purposefully and collaboratively planned by teachers and PYP Coordinators with student input and are used to guide and evaluate instruction and promote reflection
- Evidence of learning is recorded, monitored, and analyzed within Toddle portfolios and unit planners.
- Teacher/Peer/Self-Assessment/Adjustment are utilized both formally and informally across grades K-6.
- Students in grades 1-5 facilitate Student Led Conferences (SLC) once per semester. Sixth grade students-first semester only and Kindergarten students second semester only.
- Teachers record, analyze, and monitor diagnostic and benchmark data within an electronic Google Shared Drive "By the Numbers."
- Assessment analysis is included in the grade-level MTSS (Multi-Tiered Systems of Support) process which occurs every 4-6 weeks. Interventions are planned based on the data analysis and collaborative team suggestions.
- Common grade level practices included upon administrative approval:
 - Common assessments, retakes, weighting, dropping grades, and other practices outside the norms of the school's assessment practices.

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Professional Learning

What is our responsibility for professional learning in assessment?

- Reflect on and discuss assessment policies and practices during faculty meetings, PLCs, and other professional learning.
- Grade level team and Enrichment teachers collaborate and establish assessment policies and practices to support the Programme of Inquiry.
- Teachers participate in Professional Learning 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.

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