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 Annabel 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 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 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

Created 8/21/11
Updated 10/7/13, 10/4/17, 201, 2022

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

Types of Formative Assessments to Utilize:
Primary Years Program (PYP)
Middle Years Program (MYP)
- **ELA:** Into Literature and growth Measure
- **Houghton Mifflin Harcourt (HMH) Math:** Envision topic assessments
- **Science:** Scope and Sequence Stem scope assessments
    - **Benchmark Advance**
    - **Benchmark Universe**
- **ELA:** Benchmark Advance diagnostics and other assessments
- Journals (PYP and MYP)
- Running records (PYP)
- Rubrics (PYP and MYP)
- Individual review (PYP and MYP)
- Checklists (PYP and MYP)
- Student teacher conferences (MYP and PYP)
- Leveled Literacy Instructions Assessment (PYP and MYP)
- Fundations (PYP)
- **Florida Assessment of Student Thinking (FAST):** Renaissance STAR 360
- **Florida Assessment of Student Thinking FAST:** Cambium

Summative Assessments:
Primary Years Program (PYP)
Summative assessments occur at the end of a teaching and 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 study of a global context. Students collaborate and complete group or individual projects at the end of investigating and resolving real-world problems. Project-Based Learning (**PBL's**) for MYP Global Contexts are 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 a subject based inquiry research lessons and project.

Types of Summative Assessments to Utilize:
- Exhibition (PYP)
- Interdisciplinary Unit (MYP)
- Community Project (MYP)
- Individual and group projects or presentations (PYP and MYP)
- Culminating unit projects (PYP and MYP)
- Florida Assessment of Student Thinking (FAST)
  - Star Renaissance STAR (VPK-2)
  - Cambium Progress Monitoring (PM 1, PM2, PM 3) grades 3 - 8
- IB Transdisciplinary Theme summative assessments that include all 5 PYP elements (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 read 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

Created 8/21/11
Updated 10/7/13, 10/4/17, 201, 2022

- provide support outside of school
- celebrate learning and student accomplishments

Documentation and Reporting:
- Portfolios are 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
- each grade level will identify students who exhibits IB Learner Profile attributes
- Conferences:
    - Parent teacher conferences
    - Student led conferences

Student and teacher select items from their portfolio/notebook to share. Students discuss what they learned and how it ties into IB Learner Profile attributes, Skills, 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: At the end of 5th grade

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.
- FAST assessment data
- Wisconsin, Delaware, Arkansas (WIDA): English for speakers of other languages grant
- Benchmark Advance diagnostics and periodic assessments
- Progress Monitoring (PM1-August to September, PM2- December through January, PM3-May through June/ interventionist or classroom teacher)
- **Benchmarks for Excellent Student Thinking** (BEST) Standards Assessment results

At the onset of each lesson, teachers introduce lesson standards to students before starting. To understand what they are about to learn, students are allowed to internalize what they are about to study through peer discussion. They use the think-pair-share strategy, then when asked, students restate their understanding of the standards in their own words. Students actively participate in breaking down the standard into digestible bites to understand what the standard is requiring them to know and understand. Students revisit those standards at various points during the lesson to monitor if they are grasping the standards being taught. At the end of the lesson, when students review the standard, they are learning, they use an end-of-lesson self-reflection tool to measure how well they have grasped the standard. Teachers and students 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.

Created 8/21/11
Updated 10/7/13, 10/4/17, 201, 2022