Earlington Heights

Earlington Heights Elementary school IB Primary Years Programme Assessment Policy (Last Revised January 2016)

1. **Assessment Philosophy**

Earlington Heights Elementary School believes in continual assessment to evaluate student progress. We believe that teaching and learning must first start with assessment in order to identify what students can already do and know. This continual assessment process is used to drive and guide daily instruction. The measurement of student outcomes is integral to the daily teaching and learning process and is central to our International Baccalaureate Primary Years Program. Assessment is also a key factor in effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take responsible action.

The teachers at Earlington Heights Elementary School are professionals that are capable of creating valid informal assessments. We also believe that the best assessments are those that are authentic and related to the real-world. In order to help our students develop into adults who will have a positive impact on the world, as our mission statement says, our students must be able to self-assess, reflect on their learning, and make any necessary changes.

1. **Purpose**

The purpose of this document is to provide information regarding the assessment process within our school setting. It is a constantly evolving document that reflects the unique assessment needs at Earlington Heights Elementary School. This document provides information about student learning and development and is directly linked to our school’s mission statement.

1. **Why do we assess?**

* Assessing prior knowledge and experience
* Differentiating instruction to meet individual student needs
* Engaging learners in reflection to determine strengths and weaknesses so they take ownership over their own learning
* Teaching students to use and analyze their data and reflections to set goals
* Providing descriptive feedback for students so that they have the opportunity to address their misconceptions

1. **How do we assess?**

**As a Miami-Dade County Public School, Earlington Heights Elementary School must follow the assessment guidelines set by the district, as well as, the PYP requirements. Students are evaluated in a variety of ways:**

* Self-reflection
* Online surveys
* Peer evaluation
* Portfolios
* Development journals
* Projects
* Labs/Hands-on Experiences
* Presentations
* Performances
* Standardized Assessments: Florida Comprehensive Assessment Test (FCAT), Florida Standards Assessment (FSA), interim assessments, Stanford Achievement Test (SAT)
* Homework
* Exit Slips/Quizzes
* Topic/Chapter Tests
* Observations

1. **Assessment Types:**
2. Formative assessment is a collection of detailed information used to improve instruction and student learning. Formative assessments are connected to instruction and leaning to provide instant and frequent feedback while learning is taking place. Formative assessments will consist of daily student work samples, peer evaluations, student reflections, entrance and exits slips, teacher feedback, and classroom participation. Formative evaluations will be used to help students and teachers develop a stronger understanding of the students’ academic strengths and weaknesses.
3. Summative assessments are cumulative evaluations used to measure student growth in order to determine whether long-term student goals have been achieved. Summative assessments consist of standardized test but are also used within the district and classroom programs. Examples of summative assessments are state mandated assessments, district benchmark or mid-year assessments, end of unit assessments, and chapter test. Summative information can shape the organization of curriculum and implementation of instruction.
4. **When do we assess?**

* Formative Assessment is ongoing throughout the year.
* State and district mandated assessments occur at times prescribed for all public schools in the region.
* All units of study include a summative assessment at the end of the unit.

1. **What do we assess?**

All subject standards are assessed during the course of the year.

1. **When and how do we report on assessment?**

Assessment reporting guides the school evaluation and ensures that students are making gains in all content areas. Assessment reporting provides all stakeholders with a clear picture of student progress and how it compares to other schools within the district and state. Assessment reporting is done primarily through progress reports and report cards. Teachers are asked to provide at least two grades per week for each subject they teach.

* Teachers record grades, assignments, and comments in an electronic grade book, which may be viewed by students and parents at any time.
* A Miami-Dade County Public Schools Interim Progress Report and a Student Grade Report Card are issued once in each nine-week period.
* IB PYP Reporting: teachers send home IB Learner Profile Report Cards once in each nine-week period.
* Individual student/parent team conferences are scheduled upon parental or teacher request.

1. **Other Assessment Considerations**

* Late work is graded at the teacher’s discretion.
* Accommodations are made during testing for students with special needs.

1. **Student Portfolios**

Student Portfolios allow instructors and students to assess growth over time. Student portfolios are a reflection of each individual’s learning style and unique strengths.

1. **Organization**
2. Student portfolios will be labeled with student first and last name and in an individual student file folder in a filing crate clearly labeled “IB Portfolios”.
3. Work included in the portfolio will be linked to unit planners.
4. For every unit planner, a reflection component will be completed by students.
5. The IB Learner Profile Report Cards can also be found in the Student Portfolios.
6. **Accessibility**
7. Teachers, parents, students, and instructional leaders will have access to the Student Portfolio as they are stored in the homeroom teacher’s classroom.