

Hartsfield Magnet School for International Studies
IB PYP Assessment Policy
Established February 2023

Philosophy

We believe that assessment is central to the learning and teaching process. It informs the teacher and student of information learned and helps to guide future lesson development and the practice of teaching. We believe assessment involves the gathering and analysis of information about student performance; what students know, understand, can do, and feel at different stages in the learning process. We believe that both students and teachers should be actively engaged in the assessment development and reflection processes. As a result, authentic engagement in the assessment process should effectively guide students through the PYP five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take action.

Our assessment philosophy supports our mission statement by underscoring the Essential Elements of Learning outlined above:

Mission Statement: The Primary Years Programme is a transdisciplinary curriculum that focuses on the development of the **whole child as an inquirer**, demonstrating agency (ownership) for their learning both in and outside the classroom. The Programme strives to develop **internationally-minded** students who are able to understand themselves and others, fostering attributes necessary to thrive within a global society. It is a program where learning is concept-based and students are taught multiple Approaches to Learning to equip them with the skills essential to becoming lifelong learners.

Essential Agreements

The rules and norms that frame the conditions for learning and assessment at Hartsfield Magnet School for International Studies are the staples of our belief: We believe that assessment:

- Is vital to guiding instruction, teaching and learning
- Is on-going, purposeful and reflective and captures the learning journey
- Is collaborative between teachers and students
- Can be both formative and summative and uses a variety of strategies and tools
- Summative assessments are only one form on the assessment continuum
- Makes learning expectations and assessment strategies clear to students
- Provides regular opportunities for students to reflect on their own learning
- Shows students' progress over time
- There are multiple ways to assess student learning and multiple strategies or mediums that can be used to capture student learning
- Assessment results reflect teaching
- Assessments should all be integrated into learning and teaching, and flow together rather than being thought of as separate elements

HMSIS is committed to the IB PYP standards and practices and ensuring that the assessment policy is implemented, understood and supported by all staff members. Parents will be informed about the policy through parent meetings student/parent/teacher conferences and is provided on the website.

Guiding Principles of Assessment

HMSIS' Guiding Principles for Assessment are intended to promote a shared understanding of assessment of student learning in addition to providing guidelines for developing effective assessment practices.

Effective assessment:

- Allows students to demonstrate a range of knowledge, conceptual understanding and skills
- Uses diverse methods that accommodate diverse modalities and learning styles, intelligences and students' abilities to express their understanding.
- Is inclusive and embraces cross cultural understanding.
- Is successful when expectations for learning are clear prior to assessment.
- Communicates in advance the criteria for producing a quality product or performance.
- Includes assessment of concepts and understanding, developed skills, the learning experience, and self-reflection for both students and teachers.
- Supports the development of agency and accountability in the learning process for students.
- Allows students the opportunity to participate in reflection, self- and peer-assessment.
- Includes real-life experiences that can lead to further inquiries.
- Allows for the expression of different points of view and interpretations.
- Allows students the opportunity to analyze their learning and understand what needs to be improved.

Effective assessments allow the teacher to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- collaboratively review and reflect on student performance and progress
- consider a variety of learning styles, multiple intelligences and abilities including different cultural context
- use scoring that is both analytical and holistic

Effective assessments allow parents to:

- see evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning
- understand the expectations of the unit planner through their child's progress

Effective assessments allow schools to:

- build a community of practice with shared approaches and a common language around assessment
- connect their assessment philosophy to their mission and vision statements
- align teaching, learning and assessment and develop a complete picture of assessment as an ongoing process as opposed to a single event in time
- ensure assessment practices are positive and meaningful

Forms of Assessment

Assessment occurs within and outside of each Unit of Inquiry and includes both formative and summative assessment.

Formative Assessments are interwoven within each unit of inquiry or content of learning. Pre-assessment is considered a form of formative assessment and will demonstrate a students' prior

knowledge to plan the next stage of learning with the context of the lines of inquiry or general curriculum.

Summative Assessments take place after a unit of inquiry or content for learning is taught and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts, and skills acquired through the unit of inquiry or content studied. Authentic summative assessments prompt students to take an action and communicate learning to parents, students, and teachers.

Assessment in general across the K-5 curriculum includes but is not limited to:

Formative Strategies	Summative Strategies
Pre-assessments	End of Chapter / End of Unit Assessments
Homework Review	Performance Assessments
Checklists	Fluency Assessments
Entrance Tickets	Writing Assessment with Rubrics
Personal Learning Journals	District Progress Monitoring
Observations	State Progress Monitoring and Assessments
Tech Inspired: Kahoot, Flip Grid, Quizlet, Padlet, Plickers	IB Exhibition (5 th Grade)
KWL, 3-2-1, Tools	Unit of Inquiry Reflections
Exemplars	
	NOTE: Teachers are required to administer all mandated district, state and national assessments.

The state of Florida's efforts to overhaul the standardized testing platform beginning 2022-2023 and move to a progress monitoring platform several times a year has made the culture of assessment outside of the PYP experience, an extensive process. The following chart provides a summary of assessments given by the district and state for each grade level across the academic school year.

LEON COUNTY DISTRICT AND STATE ASSESSMENTS			
Grades	Name of Assessment	Dates of Assessments	Type of Assessment
Kindergarten	FAST - STAR Early Literacy	Fall, Winter, Spring	
	STAR Math	Fall, Winter, Spring	
	AIMSWEB Pre-Reading Fluency	Fall, Winter, Spring	
	STAR CBM Assessments (Tier 3 Students)	Bi-Weekly	
1 st Grade	FAST - STAR Early Literacy	Fall, Winter, Spring	
		Fall, Winter, Spring	
	STAR Math	Fall, Winter, Spring	

	AIMSWEB Reading Fluency	Bi-weekly	
	STAR CBM Assessments (Tier 3 Students)		
2 nd	FAST - STAR Early Literacy	Fall, Winter, Spring	
	IReady Math iReady Growth Monitoring (Interim)	Fall, Winter, Spring	
	AIMSWEB Reading Fluency	Fall, Winter, Spring	
	Acaletics Math Scrimmage	Quarterly	
	STAR CBM Assessments (Tier 3 Students)	Bi-weekly	
3 rd	STAR Reading	Fall, Winter, Spring	
	IReady Math iReady Growth Monitoring (Interim)	Fall, Winter, Spring	
	FAST (Florida Assessment of Student Thinking) Cambium Progress Monitoring – Reading and Math	Fall, Winter, Spring	
	Acaletics Math Scrimmage	Quarterly	
	STAR CBM Assessments (Tier 3 Students)	Bi-weekly	
4 th	STAR Reading	Fall, Winter, Spring	
	IReady Math iReady Growth Monitoring (Interim)	Fall, Winter, Spring	
	FAST (Florida Assessment of Student Thinking) Cambium Progress Monitoring – Reading and Math	Fall, Winter, Spring	
		Quarterly	

	<p>Acaletics Math Scrimmage</p> <p>BEST (Benchmarks for Excellent Student Thinking) Writing Field Test</p> <p>STAR CBM Assessments (Tier 3 Students)</p>	<p>Spring 2023</p> <p>Bi-weekly</p>	
5 th	<p>STAR Reading</p> <p>IReady Math iReady Growth Monitoring (Interim)</p> <p>FAST (Florida Assessment of Student Thinking) Cambium Progress Monitoring – Reading and Math</p> <p>Acaletics Math Scrimmage</p> <p>Science Benchmark</p> <p>BEST (Benchmarks for Excellent Student Thinking) Writing Field Test</p> <p>STAR CBM Assessments (Tier 3 Students)</p> <p>FCAT Science Assessment</p>	<p>Fall, Winter, Spring</p> <p>Fall, Winter, Spring</p> <p>Fall, Winter, Spring</p> <p>Quarterly</p> <p>Beginning, Middle, End of Year</p> <p>Spring 2023</p> <p>Bi-weekly</p> <p>May</p>	
<p>Inclusive Assessments</p> <p>ESE ACCESS 3rd – 5th</p>	<p>FSAA (Florida Student Alternative Assessment)</p>	<p>Spring</p> <p>February / March</p>	

ELLs K- 5 th	WIDA English Language Proficiency		
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PYP Assessments:

UNIT OF INQUIRY:

Each unit of inquiry will include both formative and summative assessments.

Assessments address the essential elements of the programme: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take action.

EXHIBITION

IB PYP Exhibition takes place in 5th grade and is the culminating point of the IB PYP Primary Years Programme experience. Under the guidance of teachers and mentors, students carry out an extended, collaborative inquiry. It requires an extensive reflection process about what the students have learned throughout the programme and demonstration of the essential elements of the PYP: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take action.

REFLECTION

Student generated reflections will take place at the end of each unit.

Teacher assessment/reflection of each unit will occur after a unit of inquiry is taught. As a grade level team, teachers will rewrite/revise their planners through the reflection process.

LEARNER PROFILE:

All stakeholders (students, teachers, and staff) in the learning process are expected to model the attributes of the Learner Profile. Students are recognized monthly for their demonstration of the Learner Profiles and will self-reflect and set goals on their development of the attributes.

STUDENT PORTFOLIOS:

Portfolios are a collection of the student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. They celebrate student learning through the PYP, showing the development of the whole child, both within and outside the Programme of Inquiry in all subject areas. Portfolios are used by students to communicate progress with teachers, parents, and peers across various Units of Inquiry.

STUDENT/PARENT/TEACHER CONFERENCES:

Student/Parent/Teacher conferences are held 2 times a year. These conferences are in a formal setting where students along with their teachers are involved in discussing their work and progress with their parents. The goal is to incorporate a bi-modal platform of student-led and the other portion is teacher-led.

Reporting

Reporting on assessment communicates what students know, understand, and can do. It describes the progress of the student's learning, identifies areas for growth, and contributes to the efficacy of the programme.

Teachers, students and parents will assess, record and report learning through:

Learning at HMSIS is evident, assessed and reported via:

- Units of Inquiry

- Units of Inquiry Progress Report for Parents
- Learner Profile
- Implementation of Student Portfolios
- Parent/Student/Teacher Conferencing
- District/State Assessments
- Teacher/Student/Parent Reflections

Formal grade reporting takes place 4 times a year at the end of each nine weeks. Student progress on each Unit of Inquiry is interwoven with progress toward the state benchmarks captured across learning within the general curriculum.

District and state-mandated assessments are reported to parents through the district student management system (FOCUS portal) on an on-going basis.

Collection/Recording:

Grade level teams will provide the PYP coordinator with copies of all Unit of Inquiry assessments. The PYP coordinator will keep all assessments in a designated folder for each grade level.

Professional Development:

All teachers will:

1. Participate in building and district professional development on assessment.
2. Engage in Professional Learning Communities which reflect on assessment policies and practices at grade level meetings, staff meetings and district workshops.
3. Participate in IB Professional Learning on assessment.
4. Implement assessment strategies that increase student achievement.

Continuous Improvement:

As a staff, we will review our assessment agreements and policy annually at the end of the school year. Additionally, our Assessment Policy is reviewed by our School Advisory Council along with round table discussions held with all stakeholders to ensure effective implementation of the policy.