

Macfarlane Park Elementary Magnet School

Assessment Policy

PYP Definition of Assessment:

"The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community." (Assessment in the Primary Years Programme, October 2018., updated March 2024© International Baccalaureate Organization)

International Baccalaureate Programme Standards Related to Assessment:

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Philosophy:

Macfarlane Park Elementary has adopted a philosophy that assessment is the means by which all members of our school community can increase their own potential and continue to strive to emulate the learner profile traits. Assessment should be to inform teaching, learning, school and personal growth. Assessment is for the clear purpose of continual improvement for all members of our school community. This partnership will engender a much greater understanding of assessment, develop better self-assessment, and raise personal achievement expectations. This is part of the PYP's goal to increase students' awareness of their own learning. Feedback from assessment allows for the improvement of the overall programme at Macfarlane Park.

Staff at Macfarlane Park Elementary believe that assessment has many purposes;

- Informing teachers of the success of their teaching
- Informing students and parents of progress
- Providing evidence of mastery of a body of knowledge
- Serving as a base for reflection on learning and goal setting
- Providing the learning community with a measure of progress towards goals and proficiencies
- Allowing students to share their learning with others
- Providing a picture of student learning over time

The Primary Years Program identifies four dimensions of assessment in a PYP school: **Monitoring Learning, Documenting Learning, Measuring Learning and Reporting on Learning**. These dimensions foster a culture of assessment and the development of assessment capability in all members of a learning community.

Monitoring Learning – Formative Assessment:

“Where are we now and where do we need to go?”

Core beliefs about good assessment practice regarding monitoring learning:

- Have criteria that are known and understood in advance
- Co-construct goals and success criteria with students
- Begin with the end results in mind (*backwards design* – what students should be able to know or do by the end of a learning unit, lesson or process)
- Promote student reflection and self-evaluation
- Provide feedback regarding every stage of the learning/teaching cycle
- Promote “feedforward” thinking in which the teacher and student reflect on where to go from here

Monitoring Strategies Used at Macfarlane Park Elementary:

Student Self-Assessment

Students use self-assessment at Macfarlane Park Elementary to reflect on their development as international citizens and their understanding of the Learner Profile Traits. Within the context of Units of Inquiry, they will assess their understanding of central ideas, lines of inquiry, and concepts, often through the use of student-created rubrics. Students will reflect on their growth as learners by examining their own skill development and setting goals.

Peer Assessment

Students will assess their peers’ understanding and progress throughout the learning process, to encourage progress toward goals. Peer-assessment should include reflection on the learner profile traits, approaches to learning skills, and effort. Peer-assessment should serve as a catalyst for improvement. Peer assessment may be done by rubric/checklist, anecdotal records or by small group conferences with and without the teacher.

Standards-Based Education and Assessment

In a standards-based classroom, formative assessment is the first step in creating a lesson of study. From the standards, an assessment is created and shared with students so that all learning and activities are based on original objectives. Student feedback may also be collected in order to make changes to the assessment as needed. This partnership ensures that both students and teachers stay focused on what needs to be learned, as well as what inquiries students want to pursue relating to the content.

Common Grade Level Assessments

Through the professional learning community model (PLC), the teachers identify essential learning and define the most important concepts for students to understand within a body of knowledge. After these concepts have been identified and feedback is gathered from students, teachers meet to create a common assessment, based on the essential learning, agreed upon by all grade level teachers. After students complete the common assessment, teachers reflect with students on their progress and then meet with other teachers on their team to reflect upon students’ performance and set new goals.

iREADY

The Hillsborough County School District has adopted the iReady adaptive computer assessment to use for progress monitoring and to inform practice at each school. Macfarlane Park Elementary uses these assessments in Reading, and Math at 3 points during the academic year (beginning, middle, and end).

Dibels

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures the acquisition of literacy skills. DIBELS are short measures used to detect risk and monitor the development of early literacy and reading skills. DIBELS benchmark assessments are given at 3 points during the academic year (beginning, middle, end) and also used bi-weekly for students who require additional progress monitoring.

Documenting Learning:

“What evidence do we have of what we have learned?”

Core beliefs about good assessment practice regarding documenting learning:

- Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers, administrators, and board members
- Documented learning includes evidence of student needs, interests and learning styles
- Learning displays involve collaboration between students and teachers
- Documentation may be physical or digital and should demonstrate a variety of learning and assessment strategies
- Documentation of learning makes learning visible

Recording Progress:

Teachers and students use a variety of assessment tools to record student progress in the PYP, including: **rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks, exemplars and anecdotal records**. When possible, assessment tools are co-constructed with students based on collaboratively planned success criteria and goals.

Student Data Monitoring

Students at Macfarlane Park keep individual data records of specific skills or competencies they are working on. These might be sight words, math facts, development of learner profile traits etc. Self-monitoring sheets are kept in their daily agenda, take-home binder, or data folders so they can be shared with parents frequently.

IB Boards

During each unit of study, students and teachers document learning on a classroom IB board in the classroom. This board displays student work samples, the central idea, lines of inquiry, student and teacher questions, and concepts related to the unit. At the end of each unit, artifacts from the classroom boards are archived on a hallway board or each grade level. This hallway board documents student learning over time for the entire learning community to view.

Portfolios

The most comprehensive way to show growth in students over the entire 6 years they are at Macfarlane Park is through student portfolios. Each student has their own portfolio. Inside this portfolio are student work samples and reflections for each grade attended at Macfarlane Park Elementary. The work represents not only their

accomplishments as a learner, but also the growth they have made throughout their years at Macfarlane Park.

Students play a strong role in creating their own portfolios. Work is chosen and reflected upon by students so that they can gain a better understanding of how they are progressing as learners. The portfolio also provides evidence of a student's development of the Learner Profile Traits and Approaches to Learning Skills.

Why Portfolios?

Portfolios allow a child to take ownership for documenting and reporting on their learning and progress throughout the PYP Programme. Students use their portfolio at student-led conferences to reflect with their parents on their progress and areas for improvement. The portfolios are an instrument for documenting learning over time.

Macfarlane Park Elementary Student Portfolio **Essential Agreements**

- The purpose of the portfolio is to record a student's process of Learning
- Portfolios will follow the students from grade to grade.
- **Each portfolio will be divided into sections based on the 6 Transdisciplinary Themes:** *Who We Are, Where We Are In Place & Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and Sharing the Planet*
- Students, teachers and staff manage and have access to the portfolios.
- Portfolios are working portfolios and are easily accessible to students.
- Portfolio pieces will show differences in learning styles.
- Portfolio pieces will include authentic products that demonstrate student learning.
- Each student will choose sample outcomes or pictorial representations of each PYP Unit of Inquiry, including an assessment rubric or checklist.
- Students will include a self-assessment/reflection from each PYP Unit of Inquiry.
- Rubrics, anecdotal records, checklists or inventories, rating scales, screening tests, book logs, photographs, audio/visual or digital recordings may be placed in the portfolio.
- Portfolios are to be used during student-led conferences.

- All teachers will ensure portfolio agreements are followed through and required pieces are placed in portfolios by the selection date.
- Student Service Passports are to be kept in the portfolio and move with the student year to year.

Portfolio Contents

Type of Portfolio Selection	Grades Kindergarten-5th	Selection Date
Classroom Teacher Selected Samples	<p>Student Learner Profile Report</p> <p>A teacher-selected sample outcome or pictorial representation to show evidence of student achievement from each Unit of Inquiry, including an assessment rubric or checklist.</p> <p>A student-selected sample outcome or pictorial representation to show evidence of student achievement from each Unit of Inquiry, including an assessment rubric or checklist.</p> <p>Student self- assessment/reflection on each Unit of Inquiry.</p>	<p>End of each quarter</p> <p>End of Each Unit of Inquiry</p> <p>End of Each Unit of Inquiry</p> <p>End of Each Unit of Inquiry</p>
Art	Choice of one art work sample (photo if 3D) from one Unit of Inquiry, including a written artist reflection.	As Appropriate
Personal, Social & Physical Education	Written reflection on how PYP attitudes affect participation in games and activities in PSPE class.	As Appropriate
Music	Choice of one music work sample from one Unit of Inquiry, including a written artist reflection.	As Appropriate
Spanish	Choice of one written or auditory work sample documenting Spanish competency from one Unit of Inquiry.	As Appropriate

Guidance	Choice of one work sample documenting competency in one of the following approaches to learning: social, self- management, or communication skills.	As Appropriate
Student Selected Samples	One student-selected work sample from each Unit of Inquiry with an explanation of why it was chosen.	End of the Unit of Inquiry

Measuring Learning – Summative Assessment:

“Are we achieving our goals?”

Core beliefs about good assessment practice regarding measuring learning:

- Focus on the production of quality products or performances
- Allow children to synthesize and apply their learning, not merely recall facts
- Allow children to express different points of view and interpretations
- Summative assessment is a “point in time” measurement of learning
- Highlight children’s strengths and allow them to demonstrate mastery and expertise
- Assessments may be modified for specific students or groups of students as necessary
- Not all learning needs to be measured

State Mandated Assessments:

FAST

The state of Florida requires every student in grades 3-5 to take a Florida Assessment of Student Thinking (FAST). Students are assessed in the areas of reading, writing, math, and science (grade 5 only). FAST scores, along with school-based data, are used to guide instruction. All parents receive score reports with their child’s test data.

STAR Reading

The state of Florida requires every student in grades 1 and 2 to take the Renaissance STAR Reading assessment. Student scores are scaled normed. STAR Reading provides teachers with action steps and tools to strengthen instruction based on student’s needs. All parents receive score reports with their child’s test data.

STAR EARLY Literacy

The state of Florida requires every student in kindergarten to take the Renaissance STAR EARLY Literacy assessment. Student scores are scaled normed. STAR Reading provides teachers with action steps and tools to strengthen instruction based on student’s needs. All parents receive score reports with their child’s test data.

STAR Math

The state of Florida requires every student in grades kindergarten through second grade to take the Renaissance STAR Math assessment. Student scores are scaled normed. STAR Math provides teachers with action steps and tools to strengthen instruction based on student’s needs. All parents receive score reports with their child’s test data.

WIDA

Any child who has language other than English spoken in the home is required to take the World-Class Instructional

Design and Assessment (WIDA) screener upon entering the district. Children categorized as “limited English proficient” must be given the WIDA test every year until they are considered “fluent English proficient.” The results of this test are sent to parents each year. Teachers use the results to determine language proficiency levels and individualize instruction to meet the needs of their second language students.

District Assessments:

Our district provides schools with quarterly math and science assessments. These assessments address the standards that have been taught during the quarter. These assessments allow students and teachers to measure their progress as well as find areas they may still have misconceptions about.

School Wide Assessments:

At Macfarlane Park, assessment is ongoing throughout a unit of study, in all subject areas. Classroom teachers in Kindergarten through Fifth Grade are expected to administer common assessments in the following areas:

- Formative and summative assessments for all units of inquiry.
- Assessment of academic progress, skills and Learner Profile Trait development for each unit of inquiry.
- District writing assessments throughout the year as determined by grade level.
- Developmental Reading Assessments (DRA)
- Benchmark reading assessments for progress monitoring of non-proficient students.
- Pre and summative assessments for each science unit concept.
- Pre and summative assessments for each math unit concept.

Pre-Assessment

These are assessments given to check the previous knowledge students have regarding the information about to be taught. By pre-assessing, a teacher has information on which students will need modified or accelerated work, what content is already known and therefore does not need to be taught, and what content that is not well understood and will need further instruction.

Formative Assessment

A formative assessment is any assessment during the instruction of the unit that would provide teachers with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit. Performance tasks assess ongoing student growth. Students assist in the development of the assessment criteria.

Summative Assessment

A summative assessment is given at the end of a unit to allow students to demonstrate what they have learned and to provide feedback to the teacher on how well objectives of the unit were reached. The summative assessment expectations are co-created with the students before the unit of study begins. It is a formal ending point to a taught unit or of a process, but not necessarily the end of student learning in the areas being assessed. Students will have a choice of summative assessment products based on Multiple Intelligences, learning styles and/or interests.

Exhibition

During Fifth Grade, students participate in a culminating project of their learning at a PYP school, called exhibition. At Macfarlane Park, the Exhibition unit runs throughout the school year. Students demonstrate knowledge and understanding of the key elements of the curriculum through a transdisciplinary unit of inquiry. Assessment of the exhibition is ongoing throughout the year-long unit:

- Ongoing assessment of individual student contribution to and understanding of their topic and the research/action process
- Ongoing self and peer reflection on demonstration of the key elements of the IB program
- Self, peer, and mentor reflection at the end of the project

Varied Assessment: (assessment for learning, of learning and as learning)

Macfarlane Park staff believes that it is important to use a variety of strategies and tools for assessment in order to allow students many opportunities and methods to show what they know.

Assessment Strategies and Tools						
Types of Assessment		Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
	Observations	X		X	X	X
	Performance assessments	X	X		X	X
	Process-focused assessments	X		X	X	X
	Selected responses		X	X		X
	Open-ended tasks	X	X		X	X

Program of Inquiry Assessment:

Formative and summative assessments for all units of inquiry taught in each of the six grade levels are created by the staff and PYP Coordinator, with input from the students. The purpose of these assessments are to check student understanding of the central idea and lines of inquiry, and also to help students monitor their progress on development of the Learner Profile Traits and Approaches to Learning. Essential agreements have been created by staff regarding these assessments:

Unit of Inquiry Reflections

Assessments given for each unit of inquiry will be reflected upon by participating students, as well as by staff members at a reflection meeting for that unit. Any changes to be made to the assessment the next time it is taught, or successes to remember, will be documented in the IB planner.

IB Unit Reflection Essential Agreements

- A unit is not complete until student and teacher reflections have been documented in the IB planner.
- All teachers for each grade level, the PYP Coordinator, and any personnel who helped students or contributed to the content of the unit, will take part in the reflection.
- Reflection meetings should occur 1-2 weeks after a unit is completed.
- Staff who worked with students during the unit should review of their students' assessments and reflections for that unit BEFORE the reflection meeting so that they can reflect appropriately at the meeting.
- The original student reflection should be placed in the student PYP binder.
- An electronic copy of the planner must be posted in a shared location giving access to participating teachers and administrators (ie. Toddle online platform) to reflect.
- Teams will keep a digital record in Toddle of evidence of teaching and learning to refer to for reflection

and planning purposes each year.

Reporting on Learning:

“How will we communicate what we have learned?”

Core beliefs about good assessment practice regarding reporting on learning:

- The goal of reporting on learning is to communicate to the learning community what students know, understand and can do
- Reporting on learning keeps the learning community involved in the school
- Should be transparent and clear
- Explains why we assess, what we assess and how we assess
- Involves parents, students, and teachers as partners.
- Reflects what the school community values.
- Is comprehensive, honest, fair, and credible.

Major Forms of Reporting Used at MacFarlane Park:

- Report Cards/Progress Alerts
- Learner Profile Reflections
- Conferences (teacher/student; teacher/parent; student-led)
- Sharing Portfolios
- Student Agenda Books/Data Folders/Data Tracking Sheets

Report Cards

Macfarlane Park Elementary uses a report card that is implemented by the Hillsborough County Public School District. The report card uses a progress-based, holistic philosophy where students are evaluated on their progress toward standards over the course of a school year. Report cards are sent home once per quarter/four times a year.

Rubrics

Rubrics include criteria that describe quality levels of student reasoning, performances, or products. Rubrics help boost the very achievement they are used to assess. Clearly defined rubrics help students identify what they are to learn and allow for self-reflection, planning stronger future performance, and tracking progress over time. Rubrics may be student created, teacher created or co-created. Rubrics are shared during conferences.

Learner Profile Reflections

An important part of assessment at Macfarlane Park Elementary includes the periodic reflection of progress on the Learner Profile Traits. Once per quarter, or four times a year, students in grades Kindergarten through Fifth Grade self-reflect on their progress towards becoming the person that the Learner Profile describes. Macfarlane Park Elementary focuses on one profile per month to reinforce understanding and demonstration of the Learner Profile. Teachers and students conference to reflect on student progress and areas that need growth. Parents also reflect with their child 2x per year.

PYP Learner Profile Report Essential Agreements

- A learner profile report shall be filled out by both teachers and students each quarter for intermediate grades and each semester for primary grades (K-1).
- Student and teacher written reflection will focus on each Learner Profile trait.

- At their discretion, specials teachers and specialists have the option to add teacher comments through email to the homeroom teacher.
- The PYP coordinator will make electronic copies available to each teacher for completion.
- The Learner Profile Report will be completed and shared during student-led conferences two times a year and with quarterly report cards two other times a year.
- The Learner Profile Report will stay in student portfolios.

Conferences

Teacher/Student

These conferences are held throughout the school year as needed to provide students with feedback on their progress towards a learning goal and will include feedforward discussions about next steps in the learning process. They may occur in any subject areas and in all grades. Teacher/student conferences may be individual or with a small group of students.

Teacher/Parent

At least two conferences each school year (one per semester) are held between a parent and their child's teacher to discuss progress towards learning goals.

Student-Led Conferences

Students at Macfarlane Park Elementary lead their parents through the learning they have accomplished at least once a school year. The student discusses and reflects on their learning, as well as identifies strengths and areas for improvement. Student portfolios are used in conjunction with student-led conferences to provide examples of student learning being discussed. Kindergarten students host one conference in the spring, and 1st-5th grade students host one conference at the end of each semester.