



Palmetto Elementary

5801 Parker Avenue, West Palm Beach, FL 33405
(561) 202-0401 West Campus (561) 202-0402 East Campus

Danny Moya, Principal

Jennifer Mooney, Assistant Principal



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Assessment Policy

A Philosophy of Assessment

At Palmetto Elementary school, we are committed to inspiring our students and faculty to develop a growth mindset that fosters academic inquiry. We believe all students learn differently therefore, we differentiate learning experiences and encourage higher order thinking skills through authentic assessment. Assessments should facilitate learning and provide all students and families with feedback on growth and achievement. It is our goal to provide a high quality education that prepares our life long learners for futures studies.

Palmetto's Mission Statement

Palmetto Elementary is committed to developing a community of lifelong learners with a global mindset utilizing inquiry, knowledge, and compassion. To this end, we empower each other to take action, accept each others differences, and create a more peaceful and green world. As a school community, we commit to a single school culture; collaborating to make this vision a reality.

Vision Statement

Palmetto Elementary is committed to developing a community of life-long learners with a global mindset utilizing inquiry, knowledge, and compassion. To this end, we empower each other to take action, accept each other's differences, and create a more peaceful world and green environment. As a school community, we commit to a single school culture; collaborating to make this vision a reality

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PYP Definition of Assessment

“Assessment is the gathering and analysis of information about student performance It identifies what students know (knowledge), understand (concepts), can do (skills) and feel

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(attitudes/action) at various stages in the learning process. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert through the learning process.”

(PYP: Assessment Handbook, January 2000, © International Baccalaureate Organization)

Purpose of Assessment

- Focus on the whole child
- Address critical and higher-order thinking skills
- Encourage student improvement and achievement
- Promote and further self-initiated student inquiry and learning
- Reflect and re-evaluate teaching practices
- Inform curriculum review
- Differentiate instruction
- Be authentic, researched-based and meaningful
- Be a collaborative process allowing opportunity for teacher, peer, and self-reflection
- Communicate to all stakeholders in a positive and supportive manner
- Provide families with clear, timely feedback of student progress

Role of the Student:

- Understand the skills and criteria for assessment
- Understand areas in need of growth
- Take responsibility for personal goal-setting
- Co-construct assessments and criteria
- Use self-assessment and reflection to improve performance
- Reflect on assessments

Role of the Teacher:

- Abide by school wide assessment policy
- Use assessments to differentiate instruction according to student needs
- Clearly define deadlines, assessment criteria, and give students clear and timely feedback
- Self-assess, reflect, and improve upon assessments
- Use a variety of assessment strategies and tools that promote student agency
- Actively engage students in the assessment process
- Inform the learning community of assessments and their results

Role of the Family:

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- Be knowledgeable of school policies on assessment and deadlines
- Maintain open communication with teachers regarding assessments
- Attend and participate in conferences
- Support students in reaching academic and personal goals
- Encourage student reflection of academic performance, IB Learner Profile, and Approaches to Learning

Assessment of Palmetto Elementary Program of Inquiry

Palmetto Elementary teachers have created summative assessments for each unit of inquiry for kindergarten through fifth grade. The summative assessments are designed for the students to demonstrate their understanding and application of the central idea. As the need arises, students with special needs will have accommodations made by teachers and differentiation will be provided to support the needs of all learners. When each unit ends, all teachers who were part of the unit will reflect on student understanding and share samples of the summative assessment. Teachers will also take pictures of their wonderwalls to identify student questions asked during the unit. Notes and reflections are added to the Unit of Inquiry planner on what worked and new ideas for the next year.

All units are digital and may be accessed by all teachers teaching the units.

Assessment Types

At Palmetto we utilize a wide variety of assessment tools and strategies to allow children the ability to share the knowledge they have gained and we seek ways to provide feedback to our students throughout the Unit of Inquiry.

School Wide Assessments

Assessing Prior Knowledge

At Palmetto we assess our students prior knowledge to learn what our students know so we can create a solid foundation of learning. The knowledge also helps us know how to challenge students and what material does not need to be taught.

Formative Assessments

Throughout the units of inquiry teachers are constantly providing students with formative assessments to track student learning and guide teachers lessons. Examples of formative assessments include:

- Exit Tickets
- Journals
- Teacher notes
- Observations

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- Graphic Organizers
- Discussions

Summative Assessments

Each unit has a summative assessment so that teachers can understand what students have learned and if the unit Central Idea was understood by the students. The summative rubric or checklist should be shown to students early in the unit so students know the end goal. Examples of summatives include projects, written response, reflection, etc. Examples of assessments integrated with technology include Kidspiraton, Keynote presentations, Board Builder, etc.

Student Self Assessment

Students use a self - assessment appropriate to their grade level at the end of each unit. The self assessment allows the student to assess on their understanding of the Central Idea and Theme, Concepts, Attitudes and Skills from the unit. The reflections always gives the students time to think about what action they might take with their new knowledge. Assessment by students utilizing the essential elements helps guide unit reflection and development.

Examples of Self Assessment tools and strategies include:

- Reflection notebook
- Form allowing students to self assess on the essential elements
- Discussion
- Turn and Talk

Exhibition

The PYP exhibition has a number of key purposes including the following.

For students to engage in an in-depth, collaborative inquiry

To provide an authentic process for assessing student understanding

To celebrate the transition of learners from primary to middle/secondary education

Making The PYP Happen, 2007, ©International Baccalaureate Organization

At Palmetto students in fifth grade participate in a project that demonstrates their learning and is a celebration and culmination of transdisciplinary learning experiences at a PYP school. The project allows students to show their understanding of the five essential elements of the Primary Years Program Knowledge, Attitudes, Action, Skills and Concepts. Assessment of the exhibition is done through a summative assessment and reflection.

Assessment Strategies and Tools

Palmetto Elementary Teachers feel it is important to meet the needs of students through a variety of assessment strategies. This allows students to show what they learned

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“Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the school’s answer to the question “How will we know what we have learned?”

Making The PYP Happen Copyright International Baccalaureate Organization 2007

| Assessment strategies and tools | | | | | |
|---------------------------------|---------|-----------|------------|-------------------|------------|
| Assessment tools | Rubrics | Exemplars | Checklists | Anecdotal records | Continuums |
| Assessment strategies | | | | | |
| Observations | ✓ | | ✓ | ✓ | ✓ |
| Performance assessments | ✓ | ✓ | | ✓ | ✓ |
| Process-focused assessments | ✓ | | ✓ | ✓ | ✓ |
| Selected responses | | ✓ | ✓ | | ✓ |
| Open-ended tasks | ✓ | ✓ | | ✓ | ✓ |

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Documentation

At Palmetto we want our students to be reflective learners and therefore we strive to help our students create portfolios. Our student portfolios are digital and will stay with each student until they graduate high school and beyond. Teachers also collaborate and keep a portfolio of student work by grade level to support students and have evidence from each Unit of Inquiry. Palmettos portfolio system helps students reflect and track their progress. Criteria for selecting items for the portfolio include Rubrics, work that shows student growth and work that shows attributes of the learner profile. Students, Peers and Teachers will select work for the student portfolio.

Assessment Communication

Palmetto Elementary seeks to involve parents to support their child's education.

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme. Assessment without feedback is merely judgment; feedback is the component of assessment that lets us interpret the judgment and improve our work. *From Making the PYP Happen 2007*

- **Reporting the PYP Essential Elements in the Unit of Inquiry**
 - Parents are an integral part of students education. Therefore at Palmetto Elementary we want to make sure our parents know what our students are

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learning. Each Unit of Inquiry a copy of the essential elements for that unit will be sent home in English and Spanish. This will allow parents to discuss with their child what they are learning about. Palmetto promotes inquiry through our provocations during our units. Therefore this communication will occur once students have uncovered the units central idea.

- **Reporting on the Essential Elements**

- Students will complete a self reflection at the end of each Unit of Inquiry. The self reflection will include reflecting on each of the essential elements from PYP that were part of the unit.
 - Central Idea and Theme
 - Attitudes and Attributes of the Learner Profile
 - Approaches To Learning Skills
 - Concepts
 - Action
- A copy of the self reflection will be put in the student portfolio
- A copy of the self reflection will go home to be shared with parents.

- **Conferences**

- Parents and students meet with teachers to review student work and help the parent understand how a student is progressing and how to support the student at home. These meetings occur as needed throughout the school year. Information is shared between teachers, students and parents which may take a formal or informal structure
 - Teacher and student conference
 - Teacher and parent conference
 - Student - led conferences
 - Student, Parent and Teacher conference

- **Portfolios**

- Students keep digital portfolios of their work throughout a unit of inquiry. These portfolios help students and parents reflect on their progress and show growth over the school year and beyond. Palmetto Elementary students with digital portfolios will be able to access these portfolios and add to them as they progress. Students and parents can follow a student's growth from Kindergarten through High School Graduation.

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- **Report Cards and Progress Reports**

- The School District of Palm Beach County designs and provides the Report card and Progress reports to Palmetto Elementary. The School District of Palm Beach County implements a Standards Based Elementary Report Card. This type of report card identifies student progress toward grade level standards for Florida's Standards and Florida Access Points Standards for Mathematics and English/Language Arts and Next Generation Sunshine State Standards for all other subject areas in kindergarten through fifth grade. Students receive three report cards during a school year. This report card tells you how a child is performing based on the standards which define what students should know and be able to do at each grade level. Progress reports are send home halfway through the marking period to notify students and parents of the students academic progress. Additionally parents may be contacted to meet and discuss ways to support their child through one of the following:

- Progress Monitoring Plan (PMP)
- 504 Plan
- Individual Education Plan (IEP)
- Limited English Proficiency Plan (LEP)
- Child Study or School Based Team

State Required Assessments

In addition to the holistic assessment tools and strategies that are aligned to the PYP, as a public school, we are required to participate in state-mandated assessments. The data from these assessments are used to assist with student support, pupil progression and differentiated instructional support.

- [FLKRS \(Florida Kindergarten Readiness Screener\)](#): Students in kindergarten take the Star Early Literacy® Assessment
- [ACCESS for ELLs 2.0](#): Students in grades K– 5, currently classified as English Language Learners, with a code of "LY" Florida uses the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0) suite of assessments as a tool to measure English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically. ACCESS for ELLs 2.0 is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA's approach to instructing and assessing ELLs in Grades K–5.

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- [FSA \(Florida Standards Assessments\)](#):
 - English Language Arts Test (Reading and Writing) grades 4 – 5
 - English Language Arts Reading grade 3
 - Mathematics grades 3 - 5
- [Florida Science Standards Assessment \(FSSA\)](#): grade 5
- [FSA \(Florida Standards Alternate Assessment\)](#): Students with significant cognitive disabilities whose participation in the general statewide assessment, even with accommodations, is not appropriate

District Required Assessments

Throughout the year the district sets required assessments to help teachers monitor student learning and adjust instruction based on data. These assessments are valuable indicators of student success.

- Reading Diagnostics Test students in grades 3 - 5
- Math Diagnostic Test Students in grades 3 - 5
- Science Diagnostic Test Students in grade 5
- Palm Beach Performance Assessment (Writing) Students in grades 1 - 5
- iReady Reading Students in Grades K - 5
- iReady Reading Diagnostics in Grades K-5
- iReady Math Students in Grades K - 5
- iReady Math Diagnostics in Grades K-5
- iReady Growth Monitoring Assessment (Reading and Math) in grades K-5
- Standards Mastery Assessment (Reading and Math) in grades 2-5
- FSQ - Florida Standards Quizzes
- USA - Unit Standards Assessments

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- Reading Running Record (RRR) Students in Grades K - 5
- Advanced Math Program (AMP) 3rd/4th grade
- CogAT - Identifying 2nd grade gifted students

Evaluation of Policy

The IB faculty and administration remain deeply committed to ensuring the success of the complaint procedure policy. Toward this end, the faculty and administration will review the policy regularly with an eye toward improvement. The policy will be reviewed annually by [PYP Coordinator]. This policy was last reviewed on [August 2023].

Policy Distribution

School Website <https://www.palmbeachschools.org>

Policy Committee

Whitney Fisher- PYP Coordinator

Danny Moya- Head of School

Sheilagh Stevens- SAC Chair/ Teacher

Stephine Peck- Learning Team Facilitator