

Westward Elementary International Bacculaureate Magnet School  
Assessment Policy  
Essential Agreements on Assessment  
Reviewed August, 2023

Mission Statement

Westward Elementary International Magnet School encourages the development of knowledgeable, principled, and caring students who strive to become active citizens of their global community. The responsibility for the development of each child is shared by the home, school, and community.

IBO Mission Statement

The International Bacculaureate Organization 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 IBO 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.

What are our views?

- Assessments are important because it help an impactful community that develops knowledgeable life-long global learners
- Assessment is used to evaluate our curriculum and the effectiveness of our teaching practices. The data is used to guide decision making that will support the learning community in building conceptual understandings, knowledge and skills.

Philosophy

- Assessment is an important part of the learning process.
- Assessment is used to guide our instruction.
- A variety of assessments will be used including, but not limited to: pre-assessments to see what students already know, formative, and summative assessments.
- Assessment reflects state and district mandates.
- Assessment starts with our learning outcomes of the Sunshine State Standards.
- Assessments will sometimes be differentiated and flexible based on the needs of the students.

- Assessments will be as non-biased as possible.
- Summative assessments will be as global as possible.
- Summative assessments will connect to real-life situations as appropriate.

The criteria of summative assessments will be known in advance by the students.

### Purpose

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and global learning.

- To collect, organize, and use data to guide instruction.
- To inform parents, teachers, and students of progress.
- To monitor growth, and build on students' strengths, and weaknesses of students.
- To assist all members of our learning community in setting goals.
- To encourage students to take responsibility of their own learning.

### Policy

- The Assessment Policy will be reviewed on a yearly basis by staff.
- The Assessment Policy will be revised as necessary.

The Assessment Policy will be adhered to by all staff once it is agreed upon via our "Essential Agreement" practice.

### Principles

What principles guide us?

- Assessment practice will reflect the IB/PYP Standards and State Benchmark Standards.
- A variety of assessment strategies will be used (observation, performance assessments, process-focused assessments, selected responses such as tests and quizzes, open-ended tasks)
- A variety of assessment tools will be used (rubrics, exemplars, checklists, anecdotal records, narrative descriptions, continuums)
- Assessments will be meaningful, consistent, and fair.
- Assessments will be developmentally appropriate.
- Assessments will promote reflection, goal-setting, self-assessments, and peer assessments.
- Assessments will be differentiated as necessary.
- Assessments will be designed with student input as appropriate.

- Summative assessments will include principles of Understanding by Design (such as applying knowledge in a new situation) and other “Best Practice” models.
- Collaborative review and reflection of student performance and progress will take place.

### Practice

How do we assess students (and carry out our philosophy)?

- Formative Assessment will be used to help guide instruction, and the “feedback/feed-forward” model will be a part of this.
- Continual formative assessment will be used in the classroom to monitor learning goals: (1 is “Needs Development/I don’t get it”, 2 is “Approaching Proficiency/I understand some of it”, 3 is “Proficient/”I understand it”, 4 is “Exemplary/I really understand it and can apply it to new situations”).
- Portfolios will be used and will include teacher and student selected items.
- Student-led conferences will be held at least one time per year.
- Students will reflect on their own learning (including each Unit of Inquiry, the Learner Profile, and the PYP Essential Elements as appropriate).
- State and county-mandated standardized testing will be used.
- End-of-unit assessments (such as chapter tests, math tests, etc.) will be used.
- District-mandated report cards will be used.
- Pre and Post testing will be used as appropriate to help guide instruction.
- A variety of assessment strategies and tools will be used.
- A variety of assessments including the State such as Florida Assessments Student Thinking (FAST)
- Access for ELLs, FSQ(Florida Standards Quizzes, Palm Beach Performance Test, iReady, Unit Standards Assessments, etc.) will be used to guide instruction.
- The order of Units of Inquiry will be decided before the beginning of each school year.

### Reporting Assessment

#### Progress

- Westward will use the district mandated report card
- Westward will send home progress reports during the trimester
- Parent Conferences will on-going throughout the school year
- Assessments will be reviewed by the teachers, the students, and the parents as a way to report progress
- Students and teachers will reflect on the Learner Profile at least one time per trimester.

#### Portfolios

- Portfolios are a record of student involvement in their own learning.

- Portfolios will contain a variety of assessments and reflections that provide evidence of learning and growth.
- Portfolios will contain evidence of student goal-setting.
- Portfolios will be housed in each teacher's classroom in binder form, folder form, or electronic form.
- Portfolios will be easily and readily accessible to students, teachers, parents, administration, and official IB visitors.
- Portfolios will be organized by students and teachers at the end of each Unit of Inquiry.
- Portfolios will be added to on a continuous basis throughout the school year.
- Student-led Conferences
- Students will participate in student-led conferences by the end of each school year.
- Students will make invitations for parents/adults.
- Students will use their portfolio to facilitate this conference.
- Adult staff on campus will meet with the student if no one from home attends
- Teachers will meet with and practice student-led conferences with their "buddy class" at least three times per trimester

#### Exhibition

- At least one Grade 5 teacher will be officially trained at a Category 3 IB Exhibition training.
- The Exhibition Plan will continue to be developed during the school year.
- Samples from other school's Exhibitions will be shared with the Grade 5 class.
- Mentors will work with each group.
- Rubrics will be developed by the students and teachers.
- Students will self-reflect throughout the process, and teachers will assess each group as well.
- Does Westward assessment policy align with and reflect the practices of the updated IB/PYP programme standards and practices document?
- Will we move toward electronic portfolios?
- Spanish: How to report on this. The Spanish Teacher (or Assessment Committee?) to develop an insert for the report card?
- Fine Arts: How will this be reported this year? Will we develop a report card insert for all Fine Arts including Spanish? What will it look like?
- Learner Profile: Report on the Learner Profile...insert for report card since some parents don't make it to Student Led Conferences and we are required to report on the Learner Profile?
- Consider more than one student-led conference per year?

#### **Policy Committee**

Policy Review every 2 years or as needed

Policy Committee

Bernadette Beneby- PYP Coordinator

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Administration Team

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