**Mission Statement:** James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active lifelong learners will use an inquiry approach through our challenging programmes to be successful internationally minded citizens.

**Vision:** Develop lifelong learners who flourish and make a positive difference in the world.

**Philosophy of Assessment**: At James B. Sanderlin, assessment is used to guide instruction and promote continuous learning and growth to prepare students to become lifelong learners in an increasingly intercultural world. Critical thinking and application of meaningful knowledge are essential elements of the IB PYP and MYP. Collaboratively, the instructional staff design, evaluate, and analyze assessment practices regularly.

**Purpose of this Document:** The purpose of this document is to communicate to all stakeholders – administrators, teachers, students, parents and community members – the programme expectations for assessment for all learners as required by International Baccalaureate Organization (IBO) and Pinellas County School Board. This document also provides clear guidelines and responsibilities of all stakeholders.

**Roles and Responsibilities of Stakeholders:**

| Teachers will… | Families will… | Students will… |
|---|---|---|
| • set and monitor goals for student learning.<br>• track and monitor data.<br>• celebrate achievements.<br>• collaboratively plan and design rubrics and assessments.<br>• differentiate learning experiences based on assessments.<br>• provide timely feedback.<br>• use formative assessments to plan and modify instruction.<br>• ensure accuracy in grading practices.<br>• Communicate student progress and maintain open communication with parents and students.<br>• communicate expectations for student performance using IB assessment criteria (MYP). | • discuss academic goals.<br>• track and monitor data.<br>• celebrate achievements.<br>• monitor and review student progress in the Focus portal.<br>• participate in conferences – PYP: one per semester. MYP: as needed.<br>• encourage students to use school planners to record assessment dates.<br>• have regular conversations with students about their progress, struggles, and concerns.<br>• communicate with teachers regularly and ask questions to advocate for the student.<br>• encourage students to attend additional learning support (via ELP before/after school opportunities) as needed based on teacher recommendations. | • set and monitor goals for learning.<br>• track and monitor data.<br>• celebrate achievements.<br>• reflect on their own work and the work of their peers.<br>• review and utilize assessment expectations and/or assessment rubrics.<br>• plan and follow a process for relearning or acceleration to meet the goals they set.<br>• advocate for themselves and be effective communicators when working with peers and teachers, knowing when to ask for help.<br>• be principled when completing work to the best of their ability.<br>• persevere and work to continually improve as thinkers and learners. |

**Common Types of Assessment (but not limited to):**

| **Formative Assessment**: *Assessment for learning -* helps identify learning progress, individual student needs, and guide/ modify instruction. | **Summative Assessment**: *Assessment of learning -* measures student understanding of learning objectives and application of skills and strategies. |
|---|---|
| • Interactive notebooks<br>• Gallery walks<br>• Collaborative work<br>• Peer/self-assessment<br>• Socratic Seminars<br>• Group discussions<br>• Exit/entrance tickets<br>• Observations<br>• Baseline or diagnostic assessments<br>• Progress monitoring | • Pre/Post Tests<br>• Student portfolios<br>• Presentations or performances<br>• Essays/Reports<br>• Unit projects<br>• Labs/Investigations<br>• Open-ended tasks<br>• Exhibition/Community Project<br>• District common assessments<br>• State assessments |

**Assessment Tracking:**

Student progress is tracked and documented to allow for goal setting and development of action plans. Students also participate in programme specific assessment experiences as listed below.

| **PYP** |
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| • All students monitor their assessment data and track their progress in an orange data folder.<br><br>• Grades 3- 5: students begin to monitor their academic progress using FOCUS online portal.<br><br>• **PYP Portfolio:** A collection of student work that is designed to demonstrate successes, growth, higher order thinking, creativity, and reflection. The portfolio is an exhibition of a students' active mind at work. Sanderlin teachers and staff developed an essential agreement regarding the use of PYP portfolios. This essential agreement is an addendum to the Assessment Policy.<br><br>• **Exhibition (5th grade):** A transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment experience that is a celebration as students move from the PYP into the MYP. |
| **MYP** |
| • All students monitor their academics using the Focus online portal.<br><br>• **Criterion Assessment**: subject specific rubrics communicate expectations for student performance using IB assessment criterion and strands (A, B, C, D) in each subject group. Each strand of the MYP assessment criteria is assessed at least two times per year in each subject area.<br> ▪ 6th grade – MYP Year 1 criterion<br> ▪ 7th grade – Semester 1: MYP Year 1 criterion<br>  Semester 2: MYP Year 3 criterion<br> ▪ 8th grade – MYP Year 3 criterion<br><br>• **Standardization:** When the same course is taught by more than one teacher, the co-teachers standardize assessments by collaboratively designing and assessing student work. Teachers discuss expectations for summative performance during the planning process, align MYP Statements of Inquiry and Approaches to Learning skills to the IB MYP assessment criteria, and calibrate definitions of command terms and adjectives in the rubrics. Teachers also review data from ongoing district assessments, midyear assessments, and district formative assessments to make decisions when planning for instruction. Students are provided multiple opportunities to revise and resubmit work to show growth. |

- At Sanderlin, students are assessed using the MYP assessment criteria for each subject group in addition to the Florida state standards. While Pinellas County Public Schools does not recognize the IB 0-8 nor 0-7 grading scales, each teacher will record students' scores based on both a traditional percentage and the IB MYP criteria, student progress will be communicated to students and families through the Focus online portal. To satisfy both Pinellas County Public Schools and IB grading and reporting requirements, teachers use the Pinellas County grading scale hybridized with the IB's achievement levels as shown in the table below.

| IB Achievement Level | Pinellas County Grade | Percentage |
|---|---|---|
| 0 | F | 0 = 50 % |
| 1-2 | D | 1 = 58 %<br>2 = 62 % |
| 3-4 | C | 3 = 66 %<br>4 = 70 % |
| 5-6 | B | 5 = 74 %<br>6 = 86 % |
| 7-8 | A | 7 = 93 %<br>8 = 100 % |

- **Service-Learning**
  **6th grade**: Students participate in a series of foundational projects and presentations to introduce them to the service-learning process.
  **7th grade**: Students participate in class projects to further their understanding and prepare them for independence needed to complete the 8th grade Community Project.

- **MYP Community Project (8th grade)**: A sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students and presented to all stakeholders at the end of the middle years programme. Students have the guidance of a mentor but are responsible for carrying out the entire process of creating, implementing, and presenting the project.

**Reporting:** At James B. Sanderlin IB World School, we use multiple reporting practices and tools to share information derived from assessments. This allows us to communicate and report on students' progress and growth.

| Recording and Reporting | |
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| <ul><li>FOCUS Messages</li><li>Midterm Progress Reports and Report cards (quarterly)</li><li>Assessment reports in FOCUS</li><li>Agenda books</li><li>Unit reflections (K-5)</li><li>Parent-Teacher conferences</li></ul> | |
| **PYP Celebrating Achievements** | **MYP Celebrating Achievements** |
| <ul><li>Student led conferences (K-5)</li><li>i-Tag Celebrations (annually K-5)</li><li>Exhibition (5)</li><li>Promotion ceremony (5)</li></ul> | <ul><li>Community project (8)</li><li>Student Showcase (6-7)</li><li>Science Fair showcase (6-8)</li><li>Promotion ceremony (8)</li></ul> |
| Academic awards (quarterly 3-8) | |

**Assessment and Inclusion:**

Students with individualized learning needs, as outlined in their IEPs or 504s, are allowed inclusive access arrangements and accommodations (e.g., additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects as appropriate to their needs.


**Assessment and Academic Integrity:**

Students are expected to produce work and complete tests based upon their own ideas and exhibit honesty in using sources. Both teachers and students have important roles to play in ensuring all work in school is done with integrity. These roles, the principles behind them, and the consequences for academic dishonesty are outlined in our Academic Integrity policy.