

Mildred Helms Elementary IB World School

Assessment Policy

The purpose of this document is to clarify teachers' understanding of the assessment process within our school. This document will evolve and reflect our school's assessment needs. Our assessment philosophy applies to our whole school and will be communicated to and understood by continuing and new staff, students, parents, and administrators.

Our assessment philosophy is directly linked to our mission statement:

Mildred Helms is committed to developing knowledgeable, inquiring, and caring lifelong learners within an intellectually challenging, transdisciplinary program emphasizing international-mindedness.

PHILOSOPHY (Why) Why do we assess at Mildred Helms Elementary International Studies Center?	ACTIONS (What) What assessment actions do we take because of our philosophy?	EXAMPLES (How) How does assessment look at our school?
Mildred Helms Elementary believes that assessment is used as a tool for learning and guides instruction. Assessment guides planning and instruction so that student learning is enhanced and supported based on individual student needs.	Assessment is frequent, ongoing, and varied.	<ul style="list-style-type: none"> • Rubrics • Checklists • Observations • Confering • Benchmarks/Exemplars • Scales/Continuums
The teaching and learning cycle begins with assessment rather than teaching. Knowing what students already know and can do allows teaching to begin where students' needs are (the zone of proximal development). Every child has a different zone of proximal development in every area of learning. Each student at our school has a wide range of abilities, skills, and knowledge.	Assessment is done frequently to find out what students know and can do so that the next steps of teaching can be planned. Assessment in our school is done in all areas and in many different ways. We plan for differentiated instruction that enhances and supports our transdisciplinary curriculum.	<ul style="list-style-type: none"> • Unit of inquiry pre-assessments • Unit of inquiry formative assessments • Observations • Anecdotal records • Formal and informal classroom assessments • Standardized test performance • Confering
Teachers at our school are trusted, valuable professionals that create valid informal and formal assessments.	We collaborate with each other regularly to develop assessments and to study assessment results.	<ul style="list-style-type: none"> • Unit of inquiry collaborative planning • Assessment planning • Data chats
We believe that parents are respected members of our community who can provide valuable assessment data.	We collaborate with parents regularly to design for, discuss, and reflect on student learning.	<ul style="list-style-type: none"> • Parent conferences • Student led conferences • Parent surveys

		<ul style="list-style-type: none"> • Parent reflections and feedback on units of inquiry
We believe that students who reflect and self-assess themselves on a regular basis will become internationally minded, lifelong learners.	Students are taught to self-assess and reflect on their learning and behavior.	<ul style="list-style-type: none"> • Reflection and self-assessment during the units of inquiry • Rubrics • Scales • Exemplars • Discussion • Action Cycle behavior reflection
Authentic, real world assessments are the best assessments that give us a picture of what students know and can do.	We assess concepts with complex tasks that exist in the real world.	<ul style="list-style-type: none"> • Authentic reading in a variety of genres • Authentic writing in a variety of genres • Assessments that engage students in the action cycle and real world issues • Authentic assessments of math and scientific concepts and issues • Unit of inquiry summative assessments
We believe that students can show their understanding of skills, knowledge, abilities, and grade level standards in a variety of ways.	We collaborate to create several ways to assess students.	<ul style="list-style-type: none"> • Unit of inquiry summative assessments offer students choices to show an understanding of the central idea.
We believe that assessment data should be shared with our community.	Assessment data is communicated to teachers, students, parents, administration, and our community on a regular basis.	<ul style="list-style-type: none"> • Parent conferences • Report cards/Midterms • Student led conferencing • Open House/Back to School night • SAC meetings • Newsletters • School website • School to home communication (agenda books) • Phone calls

Purpose of Assessment

The staff at Mildred Helms Elementary believe that assessment has many purposes:

- Provides feedback to teachers, parents, and students on the learning process of individual students.

- Informs teachers of the success of their teaching.
- Provides evidence of student proficiency of Florida state standards.
- Allows for reflection on learning.
- Provides a base for goal setting.
- Used as a tool for planning instruction and planning for differentiation.

Types of Assessment

Units of Inquiry

Each unit of inquiry will include pre-assessments, formative assessments, and a summative assessment. These assessments are planned collaboratively by each team of teachers. The essential elements of the PYP are included in these assessments: knowledge, concepts, skills, attitudes, and action. The purposes of these assessments should be explained to students.

The purpose of these assessments is to see if students have an understanding of the essential elements of the PYP as well as an understanding of the central idea of the unit of inquiry.

Students and teachers will reflect at the end of each unit of inquiry. Teachers will collaborate as a team on these reflections and update boxes 6, 7, 8, and 9 during this time.

Student Self-Assessment

Students will use self-assessment to reflect on their development as internationally-minded, lifelong learners. This will be done in regards to the IB Learner Profile, attitudes, and approaches to learning. Students will also assess their knowledge of the central ideas, lines of inquiry, and key concepts within the units of inquiry. Students will set goals and create action plans for their growth as learners.

Tools and Strategies for Assessment

Assessment Tools and Strategies					
Tools Strategies	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

District Standardized Assessments

Students at Mildred Helms are assessed using several Pinellas County School District mandated assessments. These cycle assessments (given up to three or more times annually) give teachers feedback on student performance on the Florida state standards and how they may perform on the state standardized assessment. These assessments include:

- Measures of Academic Progress (MAP) - reading, math, and science

- Running records
- 3rd grade reading portfolio assessments

State Standardized Assessments

Some students at Mildred Helms Elementary are assessed annually using state mandated standardized assessments. These include:

- GOLD Assessment (Pre-K)
- Florida Kindergarten Readiness Screening (FLKRS)
- ACCESS 2.0 (English Speakers of Other Languages students only) - Spring
- Florida Standards Assessment - Spring
- Statewide Science Assessment – Spring

	State/District Assessment		Summative	Formative	Progress Monitoring
	Annual	Cycle			
Pre-K		GOLD 3x/year	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments	Observations Anecdotal notes
Kindergarten	FLKRS	MAP (Measures of Academic Progress, reading and math) Running records	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments, exit slips, observations, journals	iStation STMath Running Records
1st		MAP (Measures of Academic Progress, reading, math) Science Running records	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments, exit slips, observations, journals	iStation STMath Running Records Bi-weekly assessments
2nd		MAP (Measures of Academic Progress, reading, math, science) Running records	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments, exit slips, observations, journals	iStation STMath Running Records Bi-weekly assessments
3rd	FSA (Florida Standards Assessment, reading and math)	MAP (Measures of Academic Progress, reading, math, science) Reading portfolio assessments Running records	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments, exit slips, observations, journals	iStation STMath Running Records Bi-weekly assessments
4th	FSA (Florida Standards Assessment, reading, writing, and math)	MAP (Measures of Academic Progress, reading, math, science) Running records	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments, exit slips, observations, journals	iStation STMath Running Records Bi-weekly assessments
5th	FSA (Florida Standards Assessment, reading, writing, and math) SSA Science	MAP (Measures of Academic Progress, reading, math, science) Running records	Uol summative Teacher developed assessments and performance tasks	Teacher developed assessments, exit slips, observations, journals	iStation STMath Running Records Bi-weekly assessments

Student Portfolios

Students at Mildred Helms Elementary will keep portfolios that tracks their learning over time. Student portfolios will give students, teachers, parents, and the community an opportunity to reflect on the learning process throughout our school's programme of inquiry.

Contents of Student Portfolios

- One student generated reflection from each unit of inquiry
- One student chosen piece of work from each unit of inquiry
- Student Learner Profile reflection
- Student data/goal sheets (MAP, iStation, STMath, Running Records, FSA, other grade level specific data)

Management of Student Portfolios

- Each student will have a 2-inch, white binder with a blue front cover sheet.
- Portfolio will follow student from kindergarten to 5th grade (students in the PK3 and VPK classes will also have a portfolio that will follow them to kindergarten if they choose to stay at Mildred Helms).
- Binders will be divided by grade level sheets.
- Students will determine at the end of the year on one transdisciplinary theme reflection and product to keep in the binder.
- Student data, goal sheets, and Learner Profile reflection will stay in the binder each year.
- Students will manage the portfolios with teacher guidance.
- Students should be able to explain why the artifacts are in the binder.

Learner Profile

It is an expectation at our school that all members of our learning community will exhibit the ten attributes of the IB Learner Profile: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, and reflective.

Tools/Strategies:

- In addition to the learner profile attributes explored during units of inquiry, as a school community we will focus on the following attributes each month:
 - August – Risk-Taker
 - September – Communicator
 - October – Thinker
 - November – Inquirer
 - December – Open-Minded
 - January – Principled
 - February – Caring
 - March – Balanced
 - April – Knowledgeable
 - May - Reflective
- Teachers and students will read a monthly Learner Profile book together and then reflect on how the book/characters in the book exemplify the attribute. Students will do this reflection at home in a class reflection notebook.
- Staff members will use the language of the Learner Profile when recognizing student behavior.

- Teachers will distribute Learner Profile badges to students who exemplify the attributes in the classroom each day.
- All units of inquiry will have focus attributes.
- Each month, one student per classroom will be recognized for exhibiting the Learner Profile attribute of the month.

Students and teachers at Mildred Helms Elementary will reflect on student development in regards to the IB Learner Profile twice a year, during report period #1 and report period #4. Students will keep a copy of the Learner Profile report in their student portfolios. Students will work with the guidance of the teacher to reflect upon the ten attributes of the Learner Profile and then set goals for themselves for the year. At the end of the year, students will reflect on their growth and set new goals for themselves for the next school year.

Conferences

Conferences at Mildred Helms Elementary are about the school-home connection.

Parent-Teacher Conferences:

- Occur twice a year.
- May be in person or by phone.
- One goal is for the parent to provide information about the learner to the teacher.
- One goal is for the teacher to provide the parent with information about the growth of the learner.
- Goals and next steps for the learner are developed and agreed upon.

Student Led Conferences:

- Occur twice a year.
- Student is the facilitator of the conference.
- Student will share his/her IB Portfolio and explain its contents.
- Parent and student will reflect on the growth of the student and set goals together.

Teacher-Student Conferences:

- Are ongoing.
- Are documented using anecdotal notes kept in the teacher's conferring notebook.
- May include reflection, skill/strategy teaching, goal setting.