

## **James B. Sanderlin PK-8, an IB World School Assessment Policy**

### **Mission Statement**

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

### **Introduction & Purpose**

The purpose of this document is to communicate to all stakeholders in our IB community - administrators, teachers, students, and parents - the programmatic expectations for assessment for all learners as required by International Baccalaureate Organization (IBO). This document also provides clear guidelines and responsibilities of all stakeholders.

Assessment is integral to Sanderlin PK-8 IB World School's mission statement: "Sanderlin PK-8 IB World School is committed to teaching and learning with the brain and heart in mind. Our community of active, lifelong learners will use an inquiry approach through our challenging programmes to become internationally-minded citizens." This policy provides the instructional staff at Sanderlin with a system for effective assessment practices. This policy creates an essential agreement that is the professional expectation for all members of the instructional staff and administration. The contents of this policy are based on best practice and information as found in educational research and IB assessment workshops (school-based and external professional development.) The policy also fulfills verification and evaluation requirements for the Primary Years Programme and the Middle Years Programme set by the International Baccalaureate (IB).

The Sanderlin PK-8 IB World School instructional staff regularly discusses assessment in order to insure alignment of our philosophy and practices. At Sanderlin PK-8 IB World School we believe that setting high standards and providing appropriate instructional support, while encouraging critical thinking and application of meaningful knowledge through the IB programmes, is vital for student success. Teachers at Sanderlin are committed to working collaboratively to design instruction that actively engages and appropriately challenges all students. We believe that in order to improve learning, assessment needs to:

- \* Provide frequent and effective formative assessment feedback to students and guidance on how to improve and help students set goals and timelines for improvement.
- \* Ensure students are reflecting upon, analyzing and evaluating their own work and that of their peers.
- \* Generate data that teachers use to reflect upon and adapt their teaching strategies, which includes strategies for differentiation based on the differing needs of students.
- \* Celebrate the progress of students, based on actual academic progress as well as effort.
- \* Empower and encourage IB students to become lifelong learners, who take ownership of their learning and initiate change in their local and global worlds.

We have developed this assessment policy to:

- Align with current Florida Standards.
- Align with current Florida, district, and IB assessment practices and policies.
- Vertically align across all grade levels and subject areas, with a balanced range of tools and strategies.
- Focus on the process of learning as well as the final product, and encourage reflection on both.
- Communicate expectations and foster common understanding amongst all stakeholders.

Sanderlin PK-8 IB World School's assessment policy encompasses five closely related components: Planning, Assessing, Recording, Evaluating and Reporting. This policy outlines and clarifies the school's approaches to each of these important areas of assessment.

### **PLANNING FOR ASSESSMENT**

At Sanderlin PK-8 IB World School, we believe that the teaching and learning cycle starts with assessment, rather than teaching. Assessment is the gathering and analysis of information about student performance and is designed to inform practice. "It identifies what students know, understand, can do and feel at different stages in the learning process." (*Primary Years Programme Assessment Handbook, January 2000.* © International Baccalaureate Organization).

Assessment practices at Sanderlin PK-8 IB World School, allow teachers to effectively plan and differentiate for learning by evaluating students' current ability and level of understanding. This understanding allows teachers to collaboratively plan and design curriculum that ensures students continuously grow and progress in socially and academically relevant and meaningful ways.

When planning for student learning within the IB - PYP and MYP, Sanderlin teachers strive to provide opportunities for learners to construct meaning primarily through structured inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and the transdisciplinary/interdisciplinary skills and themes. At Sanderlin PK-8 IB World School, PLCs collaborate and plan regularly to ensure that the PYP transdisciplinary themes and MYP global contexts for learning provide a focus for inquiry.

Sanderlin's philosophy of assessment recognizes the value of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. During PLC collaboration, teachers implement the principles of backward design (Wiggins and McTighe, 2005) and begin with the "end in mind" to identify summative assessments that allow students to reflect and demonstrate their understanding of the "big ideas" explored within the planner (PYP Central Idea; MYP Statement of Inquiry). Summative assessments measure students' understanding of new learning and application of strategies. Our teachers identify, define and align assessments based on students' current understanding and grade level content and standards throughout each unit.

Student progress and growth is also regularly assessed using formative assessment tools and strategies. This allows teachers to continually analyze, track and communicate student learning. Formative assessments used during instruction help identify what students are learning so teachers can differentiate and adjust the pace and content of instruction. Because the zone of proximal development differs for every child, assessment strategies and tools are adapted to meet individual student needs.

At Sanderlin PK-8 IB World School, we believe that students should see assessment as a tool to help them self-assess and reflect on their own work and the work of their peers. Active involvement in the assessment process empowers students to work toward standards by setting personal goals and action plans, and to celebrate and reflect on their achievements and understanding along the way. At Sanderlin, students and parents play an active role in monitoring student learning and planning for success. Teachers meet with individual students regularly in "data chats" to discuss strengths and weaknesses and set goals for future learning. This information is also shared and collaborated upon with students' families at scheduled conferences.

Planning and assessment at Sanderlin PK-8 IB World School is an ongoing evaluation of how we analyze the effectiveness of our teaching and the degree of student learning. Assessment is integral to all teaching and learning and the cornerstone to guide instructional practices. The prime objective of assessment in Sanderlin's implementation of the PYP and MYP is to provide feedback on the teaching and learning process and drive future instruction.

#### **Why do we assess?**

- To reflect, set goals and plan for continuous student learning and growth.
- To guide children through the five essential elements (acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action) of learning contained in the PYP. In the MYP, to provide opportunities for students to exhibit transfer of skills across disciplines and support the holistic nature of the programme to develop the whole child.
- To support and encourage student learning by providing feedback on the learning process.
- To know and celebrate what students can do, rather than what they cannot do.
- To evaluate the effectiveness of the learning program.

#### **What do we assess?**

- Understanding of concepts across the transdisciplinary (PYP) and interdisciplinary (MYP) subject areas.
- Mastery of Approaches to Learning (ATL) and identified skills.
- Student progress and performance in all subject areas.
- Ability to develop, understand and apply the IB learner profile attributes and attitudes.

## ASSESSING, RECORDING & EVALUATING

At Sanderlin PK-8 IB World School, we recognize the importance of establishing a consistent process and criteria for assessing student work through the use of exemplars. We assess student work for three reasons: to promote student learning, to provide information about student learning and to guide teaching.

Student work is assessed to promote student learning through...	Information about student learning is provided by...	Guide teaching to...
<ul style="list-style-type: none"> <li>• Assessing students' prior knowledge and experience about a topic or task</li> <li>• Planning to differentiate the teaching and learning to meet individual or group needs</li> <li>• Building a profile of students' understanding</li> <li>• Engaging students in reflection on their learning and in the assessment of their work</li> <li>• Engaging teachers in reflection on student learning and in the assessment of their teaching</li> <li>• Using IEPs, EPs and PMPs when applicable</li> <li>• Refining and re-evaluating teaching methods in order to maintain rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of students' work and performance tasks</li> <li>• Student wonderings</li> <li>• Statistics based on explicit benchmarks and/or rubrics</li> <li>• Classroom test results</li> <li>• Standardized test results</li> <li>• Special education diagnostic assessments</li> <li>• Teacher observations/ anecdotal notes</li> <li>• Student/teacher reflections</li> <li>• Goal setting conferences with families</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' performance in relation to the general &amp; specific expectations of the program</li> <li>• Assess group performance in relation to other classes or groups both internally and externally</li> <li>• Inform parents, students, teachers and community</li> <li>• Assess student thinking processes/ metacognition</li> <li>• Refine instruction</li> <li>• Differentiate according to individual needs of students</li> <li>• Promote further inquiry</li> </ul>

### ASSESSMENT & RECORDING STRATEGIES

We use a variety of strategies to provide a comprehensive view of our students' achievement across all subject areas. These cover a range of approaches, from the subjective and intuitive to the objective and scientific, to assure a balanced view of the whole child.

The following section includes examples of assessment tools and strategies. For more specific details, please refer to the section "Assessment at A Glance" grade level/subject area matrices.

#### **FORMATIVE/DIAGNOSTIC**

- **Observations** - all students are observed often and regularly, with the teacher taking a focus from a wide angle (focusing on the whole class) to close-up (focusing on one student or activity), or, focusing observations as a non-participant to observing from within as a participant. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting these observations.
- **Selected responses** - These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar samples of this form of assessment.
- **Exit slips** - A quick progress check of the expected learning goal. These are usually given at the end of a lesson to evaluate students' understanding and identify misconceptions.
- **Running records** (progress monitoring tools) - a reading assessment that uses benchmark books to determine a student's instructional reading level. Allows the teacher to plan differentiated lessons and students to track their growth.
- **Reflection/process journals** - an ongoing collection of students' reflections, wonderings and connections in respect to their learning.

#### **SUMMATIVE**

- **Open-ended tasks** - These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

- **Performance assessments** - These are goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.
- **MYP Criterion Assessments** - Summative assessments are criterion-related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Students are assessed using each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

Subject Area	Assessment Criterion
Arts (Visual & Performing Arts)	A: Knowing & Understanding B: Developing Skills C: Thinking Creatively D: Responding
Language & Literature (Language Arts & Reading)	A: Analyzing B: Organization C: Producing Text D: Using Language
Physical & Health Education	A: Knowing & Understanding B: Planning for Performance C: Applying & Performing D: Reflecting & Improving Performance
Individuals & Societies (Ancient Civilizations, Civics, & U.S. History)	A: Knowing & Understanding B: Investigating C: Communicating D: Thinking Critically
Mathematics	A: Knowing and Understanding B: Investigating Patterns C: Communicating D: Applying Mathematics in Real-life Contexts
Sciences	A: Knowing & Understanding B: Inquiring & Designing C: Processing & Evaluating D: Reflecting on the Impacts of Science
Language Acquisition (Beginning Spanish, Spanish 1, & Spanish 2)	A: Comprehending Spoken & Visual Text B: Comprehending Written & Visual Text C: Communicating in Response to Spoken, Written & Visual Text D: Using Language in Spoken & Written Form
Design (Content area and elective course offerings)	A: Inquiring & Analyzing B: Developing Ideas C: Creating the Solution D: Evaluating
MYP Projects (8 <sup>th</sup> Grade Community Project)	A: Investigating B: Planning C: Taking Action D: Reflecting

Summative assessment tasks, and the expectations tied to them, are discussed with students prior to the assessment through the distribution and study of the MYP rubrics. These rubrics are clarified using task-specific descriptors with student-friendly language. When possible, exemplars are also made available to students. In addition, students may be involved in the development of task-specific descriptors for the MYP rubrics to aid their understanding of the assessment task and the method of evaluation.

**SELF AND PEER ASSESSMENTS** - Peer and self-assessments involve students in evaluating and monitoring their progress in order to make them more aware of their personal strengths and challenges. This encourages students to develop metacognitive skills and promotes the development of students as self-directed learners. With peer assessment students see each other as resources for understanding and checking for quality work against previously determined criteria. This is achieved at Sanderlin PreK-8 IB World School through the use of checklists, rubrics, and collaborative tasks and reflections.

**IB CULMINATING ENGAGEMENTS** - The culminating artifacts to document progress and success.

- **PYP Portfolios** - These are collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of 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.
- **PYP Exhibition** - A transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity, that is a celebration as students move from the PYP into the middle years of schooling.
- **MYP Community Project** - The *community project* focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in 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.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate Approaches to Learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.

At Sanderlin PK-8 IB World School, we believe students and teachers need to have ready access to information regarding student progress, to be shared with all stakeholders. Student progress is tracked and documented to allow for goal setting and development of action plans in the following formats:

- **PYP** - All students monitor their assessment data within an orange data file folder. All PYP Unit of Inquiry artifacts are maintained in student portfolios.
- **MYP** - All students monitor their assessment data using the district FOCUS online portal. In addition, each subject area teacher has a process for students to reflect on unit summative assessments.
- **PYP and MYP Journals** - All students maintain journals with a disciplinary, transdisciplinary and/or interdisciplinary focus.
- **Response to Intervention (RtI) Team** - The intervention team and teachers work together to differentiate and track student progress in identified areas of need. Please refer to the James B. Sanderlin PK-8 IB World School [Diverse Learners Policy](#).

At Sanderlin PK-8 IB World School, assessments are collaboratively reviewed, articulated and communicated to drive teaching and learning consistent with the framework of the IB. Evaluating is how the evidence of learning is judged based on assessment data and the success of teaching efforts of the child as a whole.

Evaluation processes take a myriad of formats depending on who is reviewing the data. Teachers regularly meet in PLCs to discuss assessment data and differentiate accordingly. Students may review data by themselves or with peers, based on rubrics. Focused on a standards-based approach to learning, success is determined by progress made toward the Florida State standards within each subject area and grade level.

## **REPORTING**

At Sanderlin PK-8 IB World School, we use multiple reporting practices and tools to share information derived from assessments. This allows us to communicate and report about students' progress and growth as determined by set expectations. Information about school and subject area progress is shared with all stakeholders: students, parents, teachers and the external community.

All stakeholders can:

- Track evidence of grade level and subject area progress
- Develop an understanding of the school's progress from multiple perspectives
- Create opportunities and/or join the celebrations of school success and learning.

Teachers/Parents/Students can:

- Track evidence of individual student learning and development
- Develop an understanding of the individual student's progress from multiple perspectives
- Create opportunities and/or join the celebrations of individual student success and learning.

The following practices provide a reliable and consistent way to share students' progress, celebrate successes and plan for future learning goals and opportunities.

#### Ongoing Communication

- Agenda books in both PYP & MYP - daily communication log between home and school
- Goal tracking sheets (individualized as needed) - to track progress across academics and social settings
- Tracking IB Learner Profile attribute growth to develop IB international mindedness
- Tracking Approaches to Learning Skills (ATLs) to develop life skills and a passion for lifelong learning and taking action within their communities and world at large

#### Parent-Teacher Conferences

- PYP - minimum of three times a year, including student led conferences in late spring
- MYP - as needed and scheduled by the teacher, IB Coordinator and/or school counselor

#### Written Reports

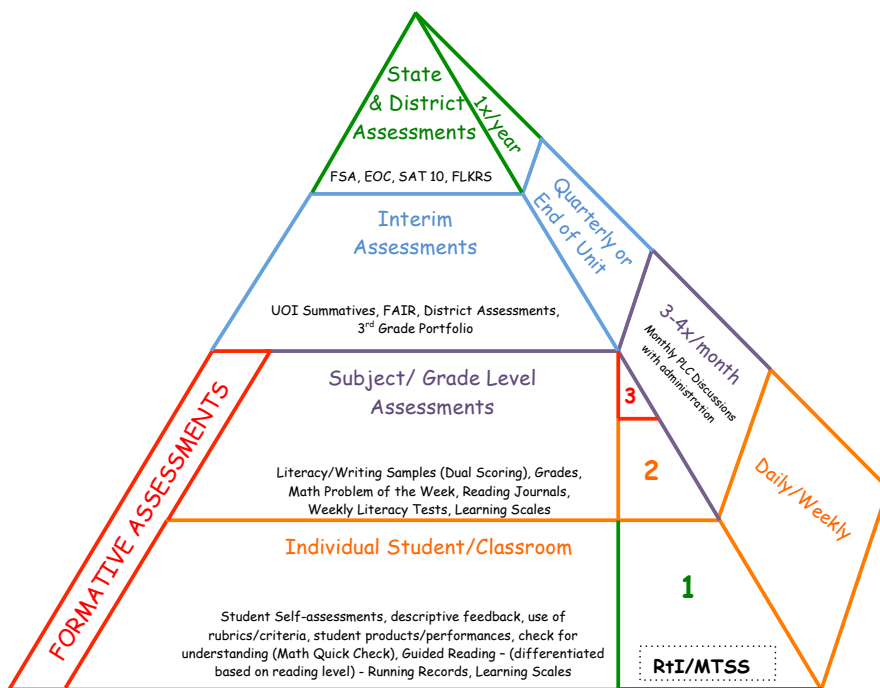
- Subject area end of unit assessments/reflection sheets/IB Learner Profile-self assessment/end of unit reflections
- Midterms and report cards (4 times a year) sent home to parent/guardians and available through the district's FOCUS website
- PYP End of Unit Transdisciplinary theme reflections - recorded in Portfolios
- MYP End of Unit criterion reflections - recorded by subject area teachers

#### Celebrations

- i-Tag Celebrations - Students work towards earning an i-Tag that reflects their growth and development of the learner profile.
- PYP Exhibition and MYP Community Project - Culmination of IB experience - Invitation to the Sanderlin Community to share in collaborative successes
- Action and research projects - Quarterly recognition of student initiated actions.
- School wide Science Fair Showcase (K-8) - annual recognition of group and individual projects
- Summative presentations for PYP Units of Inquiry
- Student Led Conference night - Annual event for PK-5 for individual students to celebrate their academic success and selected artifacts with family members
- Family Fun Nights (e.g. Inquiry Night, Evening Among the Stars) - School wide events to promote and showcase student creativity
- Golden Tickets/Superstar Notes/Class Superstar Note - Daily positive reinforcements for students who exhibit the attributes of the IB Learner Profile
- Yearbook - Celebrations of academic and social events throughout the year in visual representations.
- Peace Week - School-wide Celebrations reflective of how IB students celebrate the world in which they live and are responsible to sustain.
- Morning news broadcast: PYP SUNN (Sanderlin Universal News Network) and MYP Turtle Talk...Daily information outlet with celebration of student achievements, Student production
- Competitions; District, National, Local - Allowing student opportunities to compete within a larger arena
- National Elementary Honors Society (elementary) and National Junior Honors Society (middle school)
- Classroom celebrations: Data walls, author's wall, etc.



# James B. Sanderlin PK-8 An IB World School Assessment Pyramid 2014-2015



Revised 9.18.14

**COMMON VOCABULARY KEY:**

TERM	EXPLANATION
Annual State/District Assessment	At Sanderlin IB World School, we abide by the State of Florida and the Pinellas County School District mandates. These two governing bodies require students to participate in the Florida Standards Assessment FSA, formerly the FCAT in the spring. We recognize that the general public requires some measure of accountability addressed through these tests. However, we believe standardized tests alone do not provide a total measure of student achievement. Standardized tests are used by teachers at Sanderlin as one of the many pieces of data we collect on students when planning and evaluating curriculum.
Interim State/District Assessment	Forms of assessment evaluate where students are in their learning progress and determine whether they are on track for future assessments such as Annual State/District assessments. They are administered in regular cycles throughout the school year with designated cycle performance expectations.
Summative	<p>Essential question, central idea</p> <p><b>Summative assessment:</b> Summative assessment takes place at the end of the teaching and learning process and gives students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action. Summative assessments may include any of the following in any combination: acquisition of data, syntheses of information, application of knowledge and processes. When developing summative assessment tasks, at Sanderlin we consider using the "GRASPS" from Understanding by Design (Wiggins &amp; McTighe)</p> <p>G: Goal...What is the "enduring or transferable conceptual understanding" that we want for students. Language from the Central Idea within the summative assessment is used.</p> <p>R: Role...What is the role your students will take?</p> <p>A: Audience...Who is the desired reader/viewer/listener of their work/project?</p> <p>S: Situation/Scenario...What is the situation or scenario in which the communicator (student) and the audience are working? (It is authentic, "real-world" task).</p> <p>P: Performance/Product...What will the students create?</p> <p>S: Standards...What are the criteria for success? (Students are included when developing criteria).</p>
Formative	<p>Learning goals, lines of inquiry</p> <p><b>Formative assessment:</b> Formative assessment is interwoven with the daily learning and helps teachers and students discover what they already know in order to plan the next stage of learning. It also indicates if more time is needed on the engagement tasks. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.</p>
Progress Monitoring	<b>Progress monitoring:</b> Progress monitoring is a set of specific assessments used to monitor student response to instruction and specialized interventions. Assessments are given in regular cycles (weekly, biweekly, or monthly) depending on the intensiveness of the intervention. Progress monitoring is used not only to gauge effectiveness of instruction, but is an essential part of analysis and modification of the intervention plan and provides important information for eventual placement decisions. Effort is made to complete with fidelity.
Assessment Tools	<b>Assessment tools:</b> Assessment tools are the methods used for sampling a student's behavior or knowledge. These tools follow important criteria for: purpose, validity, reliability, & efficiency.



Tiers 1, 2 & 3	<p>Tiered instruction involves delivering researched-based instruction to students at increasing levels of intensity that appropriately match the need for every student.</p> <p>Tier 1 includes providing high quality instruction to all students while implementing universal screenings to ensure adequate progress in grade level standards. Students who are not making sufficient progress are targeted for a Tier 2 research-based intervention.</p> <p>Tier 2, instructional programs or strategies are differentiated to match the specific nature and severity of the student's challenges. Diagnostic and formative assessments are used to determine specific skill deficits. A researched-based intervention designed to target specific skills needed is implemented and progress-monitored biweekly. Achievement progress is monitored and compared with norms and the peer group. Comparison data is used to determine if a student needs the next level of intervention at Tier 3.</p> <p>Tier 3 level students are provided with a targeted intervention with increased intensity which is monitored weekly. Students who do not achieve the desired level of progress in response to these intensive, targeted interventions are referred for a comprehensive evaluation and considered for eligibility for special education services.</p>
Learning Scales	<p>When learner goals have been articulated in scale format, the teacher and students have clear direction about instructional targets as well as descriptions of levels of understanding and performance for those targets.</p> <p>Scales should be: • related to the learning goal, • posted and able to be read by students, • written in student-friendly language (when appropriate), • referenced during the lesson</p> <p>Students should be able to explain: • the meaning of the levels of performance articulated in the scale or rubric.</p>
RTI/MTSS	<p>Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS)</p> <p>Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.</p>
Differentiation	<p>Differentiation means tailoring instruction to meet individual needs. Teachers differentiate content, process, products, or the learning environment. The use of ongoing assessment and flexible grouping makes this a critical component of instruction and meeting the unique needs of students.</p>
Dual Scoring	<p>Teachers are encouraged to holistically grade a piece of writing and then proceed into more intensive scoring. With a rubric to follow teachers allocated a grade and discuss their rationale and thinkings in order to make a fairer and more realistic assessment of writings.</p>
Individualized Educational Plan	<p>IEP</p> <p>The <b>IEP</b> is written for each child with a disability. To create an effective <b>IEP</b>, parents, teachers, other school staff and often the student must come together to look closely at the student's unique needs.</p>
EP	<p>Educational Plans (EPs) are designed for gifted students. The plan is created with the child's strengths in mind. Parent and teacher information is compiled and based on the Florida Standards for Gifted Learners. There are four levels of performance. Know Level, Understand Level, Perform Level and Accomplished Level. The EP last for 3 years and updated as the child performs to a higher standard.</p>
PMP	<p>Students are issued a Progress Monitoring Plan (PMP) when they are performing below grade level. The document is designed to focus on needs of students with suggestions as to help them achieve the required level. Teachers are required to create a plan that meets the individual needs of the student. Parents are required to sign the plan and be aware of the academic and social plans set out for progress.</p>

**ASSESSMENT AT A GLANCE  
ENGLISH/LANGUAGE ARTS**

	STATE/DISTRICT ASSESSMENT		SUMMATIVE	FORMATIVE	PROGRESS MONITORING
	ANNUAL	INTERIM			
<b>PK</b>		GOLD 3x/year VPK Assessment	Portfolios - phonemic awareness	iStation	
<b>KDG</b>	FLKRS	End of module assessments	End of module assessments UOI Products: Student Performances measured by a pre-determined rubric; Student powerpoint .... Self & Peer Assessment	Observation Anecdotal Running Records iStation	Running Records Sight word checklist Letter/sound checklist Samson iStation
<b>1<sup>ST</sup></b>	SAT 10	End of module assessments	End of module assessments	Observation Anecdotal SRI Reading Counts Running Records Samson	Running Records AimsWeb probes iStation
<b>2<sup>ND</sup></b>	SAT 10	End of module assessments	End of module assessments UOI products-rubrics	Observation Anecdotal SRI Reading Counts Running Records Moby Max iStation	Running Records AimsWeb probes Moby Max ORF MAZE Samson iStation
<b>3<sup>RD</sup></b>	Florida Standards State Test	End of module assessments FAIR 3 <sup>rd</sup> Gr Portfolio Test	End of module assessments	Observation Anecdotal SRI Reading Counts Running Records Moby Max iStation	Running Records AimsWeb probes Moby Max iStation
<b>4<sup>TH</sup></b>	Florida Standards State Test	End of module assessments FAIR	End of module assessments	Observation Anecdotal SRI Reading Counts Running Records Moby Max iStation	Running Records AimsWeb probes Moby Max iStation
<b>5<sup>TH</sup></b>	Florida Standards State Test	End of module assessments FAIR	End of module assessments	Observation Anecdotal SRI Reading Counts Running Records Moby Max iStation	Running Records Moby Max iStation
<b>6<sup>TH</sup></b>	Florida Standards State Test	FAIR-FS Common Assessments Write Score	FSA Writing FSA Reading	Observation Write Score	Moby Max
<b>7<sup>TH</sup></b>	Florida Standards State Test	FAIR-FS Common Assessments Write Score	FSA Writing FSA Reading	Observation Write Score	Moby Max Civics Progress Monitoring
<b>8<sup>TH</sup></b>	Florida Standards State Test	FAIR-FS Common Assessments Write Score	FSA Writing FSA Reading	Observation Write Score	Moby Max

**ASSESSMENT AT A GLANCE  
MATHEMATICS/SCIENCE**

	STATE/DISTRICT ASSESSMENT		SUMMATIVE	FORMATIVE	PROGRESS MONITORING
	ANNUAL	INTERIM			
<b>PK</b>		GOLD 3x/year			
<b>KDG</b>		Grade level common assessments	UOI Summative	Teacher developed assessments Exit slips Observation Journals	ST Math Moby Max
<b>1<sup>ST</sup></b>	SAT 10	Grade level common assessments	UOI Summative Teacher developed assessments & performance tasks	Math End of Topic Assessment Teacher developed assessments Exit slips Observation Journals	ST Math Moby Max Think Central
<b>2<sup>ND</sup></b>	SAT 10	Grade level common assessments	UOI Summative Teacher developed assessments & performance tasks	Math End of Topic Assessment Teacher developed assessments Exit slips Observation Journals	ST Math Moby Max Think Central
<b>3<sup>RD</sup></b>	Florida Standards State Test	Grade level common assessments	UOI Summative Teacher developed assessments & performance tasks Science Fair Project	Math End of Topic Assessment Teacher developed assessments Exit slips Observation Journals	ST Math Moby Max Think Central
<b>4<sup>TH</sup></b>	Florida Standards State Test	Grade level common assessments	UOI Summative Teacher developed assessments & performance tasks Science Fair Project	Math End of Topic Assessment Teacher developed assessments Exit slips Observation Journals	ST Math Moby Max Think Central
<b>5<sup>TH</sup></b>	Florida Standards State Test	Grade level common assessments	UOI Summative Teacher developed assessments & performance tasks Science Fair Project	Math End of Topic Assessment Teacher developed assessments Exit slips Observation Journals	ST Math Moby Max Think Central
<b>6<sup>TH</sup></b>	Florida Standards State Test	Grade level common assessments	Mid-term exams Final exams End of unit criterion-based assessments Science Fair Project	Teacher developed assessments Observations Journals	Moby Max Think Central
<b>7<sup>TH</sup></b>	Florida Standards State Test Algebra EOC	Grade level common assessments	Mid-term exams Final exams End of unit criterion-based assessments Science Fair Project	Teacher developed assessments Observations Journals	Moby Max Think Central Pearson SuccessNet
<b>8<sup>TH</sup></b>	Florida Standards State Test Algebra EOC Geometry EOC	Grade level common assessments	Mid-term exams Final exams End of unit criterion-based assessments Science Fair Project	Teacher developed assessments Observations Journals	Moby Max Think Central Pearson SuccessNet