



Franklin Academy Boynton Beach

Primary Years Program (PYP)
Assessment Policy



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Assessment Policy

Franklin Academy Boynton Beach– Philosophy of learning, teaching, and assessment

Introduction:

The Assessment Policy is a working document developed by a committee of IB teachers, leadership staff, and administrators. Consistent with the standards and practices of the IB PYP, this document provides an overview of Franklin Academy’s beliefs and practices regarding the purpose and use of assessment. This assessment policy also serves to provide clear expectations for teachers, families, students, staff, and administration regarding assessment policies and practices.

Franklin Academy Mission Statement:

The mission of Franklin Academy is to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.

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.

Assessment Philosophy:

At Franklin Academy Boynton Beach, assessment is used as a means of ongoing communication between teachers, students, and families with the goal of improving instruction and learning. As stated by our school’s inspiration, Benjamin Franklin, “The doors of wisdom are never shut.” It is through the continuous feedback from assessments that we are able to understand our students’ current level of achievement, make necessary adjustments to support their improvement, and offer further opportunities for our learners to demonstrate their comprehension.

Our mission is to engage all students in a meaningful, educational experience to help students become actively responsible for their own learning in preparation for the unique challenges of the global environment. Through our various programs, students will become continuous

learners that view the world through multiple perspectives. As an educational community, we will collaborate to design high-quality instruction that offers an intellectually challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement.

Franklin Academy understands that all students are different and each student has various amounts of prior knowledge, understanding and viewpoints. Teachers use individual student's prior knowledge and understanding when pre-planning assessment tasks to help understand the current levels of each student and bridge a student's past learning experiences with new learning. As teachers understand individual student's needs they can ensure students are always provided with rigorous task as students who have already been exposed to and mastered the current learning will still be challenged.

As an IB World School, we are committed to the following practices:

- Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment.
- Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.
- Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently.
- Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment.

Responsibilities of Stakeholders:

All stakeholders must take responsibility for student achievement. In terms of assessment, this means the following:

TEACHERS WILL:

- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- Provide students with clear rubrics and task specific clarifications at the beginning of each unit.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment.
- Provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.

- Collaboratively work together to maintain consistent assessment procedures (develop task-specific descriptors, standardized grading practices, Primary Years Programme (PYP) Unit Plans, and inquiry questions).
- Use professional judgment when determining levels of achievement.
- Seek advice from peers, the leadership team, and administration, as needed, for support in adhering to this policy.

STUDENTS WILL:

- Do their best to exemplify the learner profile in their approaches to learning and assessments.
- Familiarize themselves with the criteria rubrics and learning objectives for each of their subject groups.
- Reflect on the content knowledge and skills that they are developing.
- Work meaningfully with teachers and peers to develop content knowledge and skills.
- Ask for assistance when needed.
- Actively participate in the inquiry and exploration in their global classrooms.
- Regularly check grades.
- Reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

ADMINISTRATORS AND LEADERSHIP STAFF WILL:

- Provide time, resources, and focus to teachers for maintenance of assessment policies.
- Provide time for collaborative planning.
- Conduct International Baccalaureate (IB) PYP meetings.
- Provide opportunities for IB professional development workshops.
- Continually observe teachers using the IB observation document and provide feedback.
- Support a spirit of collaboration and collegiality among all stakeholders.
- Arrange parent and student conferences.
- Trust the teachers' professional judgment in regard to determining levels of achievement.

PARENTS AND GUARDIANS WILL:

- Familiarize themselves with the rubrics and learning objectives.
- Use rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff, and their children.
- Feel free to contact teachers at any time with questions they might have regarding assessment.
- Support their children's academic and character growth throughout the PYP.
- Regularly check teacher websites and school website for IB updates.

- Communicate with teachers, students, and administrators/leadership/IB Coordinator/staff about questions or comments they have regarding their student's progress in the PYP.
- Attend IB parent nights.

Learner Profile Attributes Within the Assessment Policy:

The IB Learner Profile attributes, when applied to learning and student work, will establish skills and behavior which support the inquiry based practices in the classroom that continue to the assessment level. These positive practices are expected to be introduced, modeled and used throughout the school.

In addition, through the creation of assessments with real-world contexts, we encourage students to broaden their perspectives, thus promoting international mindedness. At Franklin Academy, we see the diversity of our learning community, as well as that of our global community, as positive resources. Utilizing this diversity can enrich learning and provide opportunities for students and staff to heighten their awareness and expand their thinking.

Learner Profile Framework:

- Principled - Students act with integrity and honesty; they take responsibility for their own actions.
- Inquirers – Students are encouraged to be self-advocates who ask questions and seek answers regarding assessment policies. By providing students with assessment tasks that encourage continued learning, we promote inquiry.
- Knowledgeable – Students explore concepts, ideas and issues. We aim to develop knowledgeable students who care about their education by involving them in the assessment process.
- Open-minded – Students are accustomed to seeking and evaluating a range of points of view.
- Courageous- Students are brave and articulate in defending their beliefs.
- Reflective - By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can advance to the next level of achievement.
- Thinkers – By providing students with assessment tasks that encourage them to exercise initiative in thinking critically and creatively, we are developing students who recognize and approach complex problems and make reasoned ethical decisions.
- Caring- students will be given the ability to show empathy, compassion and respect towards their work through continued feedback through formative and summative assessments.

- Balanced- a core principle of assessment is for every student to receive a fair and meaningful marks and feedback. This is done through assessment reliability and validity.
- Communicators- having students express their input throughout the assessment process allows for continuous real-time feedback.

Assessment Practices:

At Franklin Academy Boynton Beach, we recognize that differentiation is the key to helping all students find success. We use a variety of resources and approaches to ensure that all of our students' needs are met. The results and performances demonstrate a conceptual understanding of the learning objectives being taught. The following are characteristics of effective assessment practices at Franklin:

- Assessments contain a backward design to ensure the relevance of the objectives being taught.
- Assessments include connections to the different IB learner profiles attributes.
- Assessments are diverse in method to address the different learning styles.
- Assessments foster student inquiry and exploration.
- Assessments development and build approaches to learning skills which are consist with 21st century skills.
- Assessments are grounded in real-world applications.
- Assessments provide students multiple opportunities to display what they know, understand, or are able to perform.
- Assessments are frequent and ongoing and vary in type and purpose.
- Assessments are relevant and meaningful to the students.
- Assessments are consistent with the appropriate subject group year.
- Assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.
- Assessment practices promote reflection among teachers and students.
- Assessment practices recognize and take into account students with special education needs and their Individual Education Plan (IEP).
- Teachers work collaboratively to design PYP unit planners, assessments, grading practices and task-specific rubrics.

Assessment strategies are methods used to gather information about students' learning. They can be applied during the learning process or at the end of a unit to assess student comprehension and achievement level. Assessments can also be given before a unit of study to determine the student's prior knowledge.

- Observations – Teachers are able to assess student comprehension by engaging students in discussions or observing the whole class/ individual students when completing tasks.
- Reflections – These journal entries require students to develop responsibility for their own learning by becoming active learners. Engaging students in reflections on their learning (oral and written)
- Selected Responses – As formative assessments, these may be used during or at the conclusion of a unit in the form of quizzes and unit exams to measure student achievement and comprehension. This provides teachers and students with immediate feedback on learning.
- Open-ended tasks – Students elaborate on their understanding of specific prompts by constructing creative presentations, discussions, or writing tasks. Morning Meeting and Closing Meeting, individual and group discussions) Expressing of individual points of view and interpretations (circle of viewpoints)
- Performance Tasks – These give students an opportunity to demonstrate knowledge, skills, and understandings they have gained in relationship to the learning objectives. They may be, but are not limited to, project-based assessments.
- External Tests –The Florida Standards Assessments, FSA, provides individual student achievement of the Florida Standards, as well as their growth in terms of these standards.
- I-Ready Standards Mastery- This assessment tool is used for interim benchmark assessments created for and aligned to the Florida State Standards in ELA and Mathematics. The purpose of these assessments is to identify the students’ areas of deficiency, measure academic growth and monitor progress of the State standards.
- Whole Group- documenting the learning process both group and individual (anchor charts, class essential agreements, word walls, inquiry engagements, formative assessments posted, group projects and self-assessments).
- Learning Styles- multiple intelligences, abilities to express understanding and student choice (choice menus, various presentation products, graphic organizers).

Assessment Types:

- FORMATIVE ASSESSMENTS:** take place throughout the course of study. Formative tasks are made to guide a student toward the culminating summative assessment.

Formative assessments are used to guide instruction and evaluate the process of students’ preparedness for the summative assessment. These assessments are rooted in both the PYP objectives as well as the Florida State Standards. Due to the focus on standards, formative assessments allow instructors to differentiate based on abilities, learning styles, and student interests.

1. EXAMPLES OF FORMATIVE ASSESSMENTS

- a. Observation: This tool is used to assess the engagement of students and understanding of skills. Instructors can observe in whole group, small group or individually. Students can be observed while working with the teacher or by the instructor taking the role of an outsider looking in.
- b. Selected response: Selected response can be either a test or a quiz given before, during, or at the end of a unit to assess student understanding and achievement levels. Instructors can gain immediate feedback regarding the students' understanding.
- c. Portfolios: These provide a method for students to compile a collection of work throughout the course of the PYP program. Students can use portfolios as a means of reflection as well as a display of their gains in both knowledge and skills. Portfolios can be used during student-lead conferences.
- d. External tests: The Florida State Progress Monitoring will be used as a measure giving insight to students, parents and educators of each student's personal growth and achievement of the Florida State Standards.

2. FORMATIVE ASSESSMENT TOOLS

- 1. Warm-up activities
- 2. Exit Tickets
- 3. Daily work checks
- 4. Regularly scheduled quizzes
- 5. Qualitative observation
- 6. Formative rubrics
- 7. Checklists
- 8. Collection of work samples
- 9. Student self-reflection form
 - a. Journal entries
 - b. Short essays
 - c. Charts or graphs of personal achievement
- 10. Peer assessment
- 11. Discovery Education (web-based)
- 12. Accelerated Reader (web-based)

B. **SUMMATIVE ASSESSMENTS:** A summative assessment is an open-ended task created by teachers. It allows for differentiation so students can demonstrate their knowledge and

comprehension in a variety of ways using both PYP objectives and the Florida State Standards, Summative assessment is one that is authentic, learner-centered and inquiry

based. It is created for the end of a specific unit of study and allows students to apply their understanding and skills.

Summative assessments are used as an evaluation of the individual student's achievement of objectives/ criteria and standards through an end-of-unit culminating project.

1. EXAMPLES OF SUMMATIVE ASSESSMENTS

a. Open-ended tasks

Students are presented with prompts that allow them to communicate through their own original responses. It can be in the form of a discussion, written, or oral presentation.

b. Performance tasks

Students are given an opportunity to display their skills, knowledge and understanding through the objectives they have learned and relationships they have developed.

c. Assessment Tasks

Summative assessments that are created for a particular unit and may appear in the form of either an open-ended task or performance task.

2. SUMMATIVE ASSESSMENT TOOLS

a. IB PYP criteria based rubrics

b. FSA

c. Projects

d. Interdisciplinary units

e. GRASPS

C. TYPES OF FEEBACK

1. Correction of daily work

2. Check-ins with students

3. Formative assessment checklist of skills to inform students about areas of achievement and opportunities for growth

4. Proficiency scales

5. Rubrics highlighted with achievement and growth for PYP

6. Written feedback on all summative assessment rubrics

7. Written questions

8. Verbal feedback

9. Peer-critiques and evaluations

10. In class corrections
11. Parent/student/teacher conferences

Special Programs:

- A. **ASSESSMENT:** Franklin Academy believes that all students can achieve their goals given the appropriate instruction, support, and resources. We provide a differentiated approach to learning and assessment. Accommodations may be applied for all forms of assessment, including extended time for oral and/or written response, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper based tests. Accommodations are included within each ESE student's Individual Education Plan (IEP) or outlined on the English Language Learners (ELL) strategies matrix.

REPORTS: The families of Special Education students receive communication through their Individual Education Plan (IEP) progress reports. These reports are sent home quarterly with the students report cards and outlines their progress on their specific, individualized goals. Families are invited to attend annual meetings to review their students plan with the students' teachers and support staff. These meetings are designed to review the student's progress over their IEP year, determine areas of struggle, and develop a plan that includes goals, to help bridge the gap between grade and instructional level. Special Education students are held to the same expectations in an inclusive setting, however they are provided accommodations that are outlined on their IEP's in order to offer support and promote success. Families and teachers can make requests for any of the above mentioned assessments or more information regarding Special Education students and assessments by contacting the ESE Coordinator.

The families of students who are in the English for Speakers of Other Language (ESOL) Program receive annual score reports from WIDA, the state assessment for ELLs. Families and teachers can make requests for any state assessments, by e-mail or fax, to the ESOL contact at school.

Reporting:

At Franklin Academy Boynton Beach, teachers will provide continuous feedback to students and parents.

- Teachers will have informal sit downs with their students to advise them of their progress, grades, and any missing formative and summative assessment tasks. Student-Teacher conferences will address feedback throughout the year.
- Peer to Peer conferences are designed to give students opportunities to provide and receive feedback to improve their work based on success criteria and/or learning goals.
- IB Portfolios empower student agency by comprehensively showcasing successes, growth, knowledge, deeper learning, creativity and reflection. It allows the students to see the progression of learning through the years.

- Exhibition- this culminating project requires that every student exhibit comprehension of the essential elements of the PYP and share that knowledge with the school community. This inquiry-based project is both an individual and a shared responsibility.

Teachers are expected to meet with families at least two times a school year to discuss current progress, strengths and weaknesses, and their progression in their grade level. At least one parent conference should be a student-led conference in which the students prepare and are active in communicating their progress.

Student Portfolios are a valued form of collecting and storing evidence of a student's involvement in the learning process. They are a celebration of respect, responsibility, creativity and achievement. Students and teachers can decide what goes into the portfolio. They are ultimately the property of students and are stored in classrooms and taken home at the end of each unit of inquiry for one to two weeks. Students may take their portfolio with them if they move schools or classes.

Student Portfolios may be used for:

- o Three-way Conferences
- o Student-led Conferences
- o Evidence for Written Reports
- o Parent Interviews (as requested)

Students need to be supported to reflect on their progress with their parents/carers when they share their portfolio at home. They need to identify their strengths and set some personal goals in areas that require improvement. The portfolios should show progressive development and include photos and work samples that show both the learning process and the finished product/s. Evidence of student action may also be included.

Student Portfolios must include:

- Parent Information Letter and Sheet with tips on how to talk to their child about the LP
- Parent Feedback Form
- Overview of each unit of inquiry – including central idea, lines of inquiry, questions, learner profile attitude and attribute focus and key concepts.
- Student samples of work including:
 - o Pre-assessment
 - o Formative assessment
 - o Summative assessment
 - o Self-assessments and reflections
 - o Assessment rubrics, tools and teacher comments on student work samples.
- Student Portfolios may also include:
 - o LP Certificates and or awards
 - o Peer assessments
 - o Examples of work, including videos, audio, photographs and graphic representations

- Written record of student conversations, comments, explanations, and annotated pieces of
- work.
- Format
 - Each teaching team (R/1, 1/2, 3/4 and 4/5) will decide on the format portfolios will take.
 - Consistency across the school (Years R-7) needs to be maintained by using the same title:
 - “Student Portfolio”.

Franklin issues quarterly progress reports/interims and report cards. Teachers are expected to stay up-to-date on gradebooks, so data parents are accessing is current and relevant to their students’ progress. Teachers are strongly encouraged to contact families to discuss student achievement on IB summative assessments.

Plan for Implementation and Review:

Administration and instructional staff will review the policy as needed to make sure it continually aligns with their needs for Franklin Academy. The implementation of the Language Policy in all PYP classrooms at Franklin Academy will be reviewed by the PYP leadership team (which consist of the Principal, two Assistant Principals, IB Coordinator, Curriculum Team and the ESE Coordinator) and as part of the teacher observation process (which is also documented on the observation checklist).

Professional IB Training:

To support best teaching practices at Franklin Academy, the Curriculum Team will explore, participate in and provide professional modeling as it relates to the implementation of this and all other policies. The IB and Curriculum Coordinators will help monitor and implement a professional learning plan that best serves the school to ensure that all relevant personnel have the most current understanding of academic research and best practices.

Policy Communication:

The Assessment Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Assessment Policy through regular updates of the meeting agenda during curriculum & PYP meetings. Our school website consistently updates parents on all IB aspects as well as provides all IB related documents. In addition, the Assessment Policy is highlighted during the IB PYP Parent Information Nights that are held throughout the academic school year.

Policy Review Process:

The Assessment Policy Committee has determined that the policy will be reviewed two times each year. The initial review will occur during pre-planning week, and then at the conclusion of the year in early June. The implementation of the Assessment Policy in all PYP classrooms at

Franklin Academy will be reviewed by the PYP leadership team (which consist of the Principal, two Assistant Principals, IB Coordinator, Curriculum Support Team and the ESE Coordinator) and as part of the teacher observation process (which is also documented on the observation checklist).

Resources:

Franklin Academy Cooper City Assessment Policy.

IB Online materials as accessed through [My IB](#) and Programme Resource Center

[Programme Standards and Practices](#)

[From Principles to Practice: The Learner](#)

[From Principles to Practice: The Learning Community](#)

[From Principles to Practice: Teaching and Learning](#)

Glossary of Terms:

Abbreviation or Term	Brief explanation	Page number
ATL	Approaches to Learning	page 4
Assessment	The process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.	whole
Collaboration	Two or more teachers working together to plan instructional units and assessments, standardize grading practices, and common practices across the MYP.	page 2
CELLA	The Comprehensive English Language Learning Assessment (CELLA) is a tool that Florida uses to measure the progress of English Language Learners (ELLs) proficiency in English.	page 7
Differentiation	Adjusting and modifying instruction based on students' needs and learning styles to help master academic content.	pages 3 and 7
ELL	English Language Learner	page 7
ESE	Exceptional Student Education is an educational program and services for students with special learning needs.	page 7
ESOL	English for Speakers of Other Languages	page 7
Formative Assessment	Formative assessment takes place throughout the course of the unit and prepares students for summative assessments. Formative assessments inform teachers about student learning and progress but are not necessarily graded.	pages 4-6
FSA	Florida Standards Assessments	page 5
IEP	Individual Education Plan	page 7
IB	International Baccalaureate	whole
PYP	Primary Years Programme	whole
Summative Assessment	Summative assessments take place at the end of the unit and evaluate student learning and academic achievement of objectives and standards.	pages 6-7