

Pine View Elementary School

Assessment Policy

PVES Mission Statement

The PVES community will develop the knowledge and skills to become caring, lifelong learners through inquisitive, collaborative and reflective practices by respecting diversity and becoming globally minded citizens who are empowered to take-action.

Philosophy

At PVES assessment is a tool for learning that is ongoing, measures student growth and mastery of standards over time, and is data driven. Growth will be measured with formative, common formative and summative assessments. Reflection of learning by students, teachers, administration, and parents is an essential part of the assessment cycle. Providing students with time to engage in self-reflection and self-evaluation of academic progress and growth in the PYP is paramount to the learning process.

Purpose of Assessment

Our purpose of assessment is to allow teachers, parents, students and administration to establish a clear picture of individual student progress and set targeted goals for students. Pre-assessment allows teachers to establish student background and prior knowledge. The assessment cycle guides instruction. It provides an understanding of what students know, what they need to know and what to plan next. Assessment is a tool used for planning and differentiation of instruction. Students use self-reflection and self-evaluation as an avenue for student-initiated action. Assessment gives students an opportunity to demonstrate knowledge in a variety of ways.

Assessment of Pine View Elementary Program of Inquiry

At PVES products, performances and task are designed to show understanding of conceptual knowledge and learning objectives inside and outside of the units of inquiry.

Tools for assessing prior knowledge include, but are not limited to:

- KWL
- Reflection Journals
- Discussions/Brainstorms
- I wonder
- Quick Writes
- Word Splash
- Assessments evaluate student progress and performance in both Florida State Standards and in the context of Units of Inquiry.
- Assessments provide authentic and meaningful feedback from which data driven conclusions may be revealed.
- Formative assessment tasks are woven throughout the daily learning to provide teachers and students with useful feedback on progress of understanding, application of Florida State Standards and Unit Lines of Inquiry.
- Tools for formative and common formative assessments include, but are not limited to:
 - Rubrics
 - Checklists
 - Tests, quizzes
 - Journal reflections
 - Guided responses
 - Self and peer assessments
 - Graphic organizers
 - Observations/anecdotal records
 - Performance tasks
 - Visible thinking strategies
 - One-on-one conferences
 - Constructed responses
 - Student choice of demonstration of knowledge

State Mandated Assessments

- WIDA
Any child who has language other than English spoken in the home is required to receive a language placement test upon entering the district. Children categorized as limited English proficient must be given the WIDA test every March –April until they are considered fluent English proficient. The results of this test are sent to parents at the end of each year. Teachers use the results to determine language proficiency levels and individualize instruction to meet the needs of their second language students.
- Florida State Assessment (FSA): Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life.
 - Writing (Grades 4-5)
 - Reading (Grades 3 – 5)
 - Mathematics (Grades 3 – 5)
- Next Generation Sunshine State Science (Grade 5)
- Florida Standards Alternate Assessment: The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points (FS–AP) in Language Arts, Mathematics, Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities.

District Assessments (K-5th Basic Education)

- Kindergarten Readiness Test (FLKRS)
- NWEA MAP (Reading/Math K-5; Science 3-5)
- District Finals
 - K-5 (Art, Music, PE)

District Assessments (Pre-K-5th Students with disabilities)

- Battelle Developmental Inventory (BDI) Pre-K: The Battelle Developmental Inventory is an assessment for infants and children through age seven. It is a flexible, semi-structured assessment that used a combination of sources such as:
 - Observation of the child
 - Interviews with parents and caregivers
 - A thorough developmental history (review of milestones reached each age and more)
 - Social history
 - Interaction with the child using game-like materials, toys, questionnaires, and tasks
- Brigance (PreK-2nd): Brigance is a norm-referenced screening tool that compares each child's results with the performance of other examinees. Brigance Testing covers a variety of school based curriculum topics through a series of 12 assessments, including language development, science and math proficiencies
- The Assessment of Basic Language and Learning Skills-(The ABLLS) is a skills-based system of assessment, curriculum, and tracking system that addresses the basic language and functional skills of an individual with autism and other developmental delays. It is used as a tool to help develop customized curriculums to teach language and other critical skills to children with autism or other developmental disabilities.
- *Teaching Strategies GOLD* is an authentic, observational assessment system for children on a developmental continuum of birth through kindergarten. GOLD intertwines ongoing, authentic observational assessment experiences for all areas of development and learning with intentional, performance-assessment tasks for selected predictors of school success.
 - observe and document children's development over time
 - support, guide and inform planning and instruction
 - identify children who might benefit from screening or further evaluation report and communicate with family members or other legal guardians

School wide Assessments

At Pine View Elementary, we believe that assessments should be given at numerous times during a unit of study in all subject areas. Units of study should have the following:

- **Background Knowledge Assessment:** These are assessments given to check the previous knowledge students have regarding the information about to be taught. By pre-assessing, a teacher has information on which students will need modified or accelerated work, what content is already known and therefore does not need to be taught and what content that is not well understood and will need further instruction. Additionally, this is an opportunity for students to wonder about the upcoming unit of inquiry and for teachers to co-construct the learning with the students.
- **Formative and Common Formative Assessment:** A formative assessment is any assessment during the instruction of the unit that would provide teachers with knowledge of how students are progressing toward learning objectives in order to inform instruction, provide opportunities for student reflection/goal setting, and develop next steps in a unit. Examples of formative assessments include response journals, class discussions and graphic organizers.
- **Student Self Reflections:** Students will use self-assessment throughout their time at Pine View Elementary to reflect on their development as international citizens and their understanding of the Learner Profile. Within the context of units of inquiry, they will assess their knowledge of central ideas, lines of inquiry, concepts, and approaches to learning. Students will reflect on their growth as learners by examining their own skill development and set goals accordingly. Students will not only reflect, but students will also develop a portfolio that includes documentation of their learning. The self-selected artifacts of learning will be utilized by students during student-led conferencing.

Reporting

- PVES provides/communicates student progress through:
 - Parent teacher conferences
 - Progress Reports
 - Using Pasco County Reporting System
 - Report Cards
 - Using Pasco County Reporting System
 - PYP/Data Binders/Portfolio*
 - Student-led conferences (two times per year)

Portfolios

The PYP Portfolio is a way to show growth in students over the entire PVES experience. Students play a strong role in creating their own portfolios. Work is chosen and reflected upon by students so that they can gain a better understanding of how they are progressing as learners. The portfolio also reflects how students are developing when it comes to the attributes of the Learner Profile. This is essential because it is the goal of the PYP program to create students who exhibit the attributes of the learner profile.