

Frank C. Martin International K-8 Center Primary Years Programme Assessment Policy

Philosophy

Assessment at Frank C. Martin International K-8 Center encompasses the processes of collecting, analyzing and reporting data, and reflection by faculty and students in order to drive instruction and effectively communicate with stakeholders. Assessment should effectively guide students through the five essential elements of the PYP written curriculum:

- the understanding of concepts;
- the acquisition of knowledge;
- the mastering of skills;
- the development of attitudes;
- the demonstration of action as a result of learning.

The five essential elements of the written curriculum are addressed through collaboration and planning units of inquiry as defined by the International Baccalaureate. At Frank C. Martin International K-8 Center, we use a variety of assessments, which are continually modified in order to accommodate the learning styles of all students.

Principles of Assessment

At Frank C. Martin International K-8 Center, assessment shall be:

- frequent and on-going;
- clear and concise;
- consistent and grade-level appropriate;
- differentiated to meet the needs and learning styles of all students, including but not limited to those needing special services;
- connected to the IB learner profile and attitudes;
- connected to the pre-determined objectives, concepts, and lines of inquiry within each unit of inquiry;
- diverse and varied to address different learning styles;
- meaningful and relevant to the student;
- connected to Florida's Next Generation Sunshine State Standards and the Common Core State Standards

Assessment Tools

At Frank C. Martin we are committed to utilizing a wide variety of testing methods and formats to assess our students' knowledge, growth, and ability to apply skills and concepts. All teachers are responsible for setting aside time for self-reflection/assessment and peer reflection/assessment during the context of any and all classroom activities.

The following types of assessments will be used:

- pre and post assessments;
- formative assessments;
- summative assessments;
- rubrics and checklists, which include evaluation(s) of knowledge, skills, collaboration and performance;
- student portfolios and student-led conferences with parents;
- self-assessments;
- peer assessments;
- verbal assessment;
- written reflections;
- student/teacher meetings (formal and informal);
- MDCPS benchmark assessments;
- Stanford Achievement Test – Grades K-2
- Florida Comprehensive Assessment Test (FCAT) for students in grades 3-5;
- Florida Kindergarten Readiness Screening;
- Florida Assessments for Instruction in Reading (FAIR);
- Student Reading Portfolio (grade 3);
- teacher-made tests and quizzes;
- Miami-Dade County Public Schools report cards (four times per school year);
- interim progress reports;
- PYP progress reports (two times per year).
- Miami-Dade District Computer Based Assessment

Student Portfolios

With guidance from all of their teachers, each student in grades 1-5 will keep a portfolio that includes samples of their work product during the course of the current school year. Students will be asked to choose from a variety of assignments in all academic subjects, and are expected to reflect upon what they learned and the quality of the chosen selections. The complexity of student reflections will be age appropriate.

Portfolio selection will take place at least once each grading period.