



*"Educating Today's Children for Tomorrow's World"*



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## **Assessment Policy**

The purpose of this document is to clarify teachers' understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is directly linked to our mission statement, which is:

### **Mission Statement**

*Working together with open and inquiring minds to develop responsible, respectful, and caring citizens who are lifelong learners dedicated to success within a global society.*

### **Assessment Philosophy**

We believe the ultimate purpose of assessment is to guide our planning and instruction to support and enhance student learning, rather than to simply generate a grade.

### **Purpose:**

- To collect data that drives instruction and student learning
- To evaluate and strengthen our learning process and practices as educators
- To identify students' strengths and needs to better understand our learners
- To individualize instruction based on student needs
- To monitor progress and growth within a community of learners
- To communicate student progress with students and parents
- To facilitate students' own understanding of their growth and progress

### **Types:**

**Formative assessment:** is connected to instruction and learning to provide continuous feedback on the learning process.

<ul style="list-style-type: none"> <li>● Anecdotal records</li> <li>● Classroom observation</li> <li>● Peer review</li> <li>● Individual review</li> <li>● Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Checklists</li> <li>● Exemplars</li> <li>● Curriculum based measures</li> <li>● Pre-tests</li> <li>● Progress monitoring</li> <li>● District diagnostic tests</li> </ul>
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**Summative assessment:** allows the student to show what is learned at the culmination of the teaching process. It also allows the teacher to determine the effectiveness of instruction.

<ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Exhibition</li> <li>● Individual or group projects/presentations</li> <li>● State Mandated assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student reflections</li> <li>● Benchmark assessments</li> <li>● Culminating projects</li> <li>● IB Unit Assessments (includes 5 Essential Elements)</li> </ul>
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**Effective assessments:**

Allow students to:

- Demonstrate and share their learning and understanding
- Set goals for reaching expectations
- Use their own learning strategies and build on their own strengths
- Acknowledge different learning styles
- Build confidence in their own work and self
- Express their points of view and understanding
- Understand what their own needs are and how to improve
- Connect their learning to real world experience and guide the inquiry process
- Understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self and peer assessment

Allow teachers to:

- Use both quantitative and qualitative data to inform every stage of the teaching and learning process
- Collaboratively reflect on student progress and needs
- Differentiate their instruction
- Intervene at the first indication of student difficulty
- Define expectations and outcomes for student and teacher led inquiry
- Adapt for learning styles
- Acquire data that can be used to inform students, teachers, grade levels, school, and community
- Prepare for future inquiries and student questioning

Allow parents to:

- Understand student learning and progress through the learning process
- Provide support outside of school
- Celebrate student learning and accomplishments

### **Documentation and Reporting:**

- State mandated assessment Parent Reports
- Portfolios are a collection of student artifacts that represent individual learning
- Portfolios are used to document student growth and provide a continuum for students to track their learning process and define their growth as a learner.
- The grade levels will use the Essential Agreements for portfolios to determine what will be included for each grade level.
- Data Chats with administration to make them aware of student progress. Administration guides teachers in helping their students.
- Report cards
- Exhibition
- Conferences
  - Parent/teacher conferences
  - Student led conferences

### **Mandatory Assessments:**

All teachers will be required to administer and promptly record the following assessments:

- Benchmark Oral Reading Records
- Palm Beach Writing Assessment
- FSQs & USAs
- ACCESS-English Language Learners
- District Diagnostic tests: 5<sup>th</sup> grade Science
- State Mandated Assessments: Reading, Writing, Math & Science

**Policy Review:** Every two years; last review August 2023

### **Policy Committee:**

Lisa Horn- Assistant Principal/ Assessment Coordinator

Amy Mercier- IB Coordinator

Jackie Breslin- SAC Chairperson

Grade Chair from each Grade Level K-5

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