



Assessment Policy

The Purpose of Assessment

- *What and why do we assess?*

At Brigham Academy, we assess all core subject areas such as language, mathematics, science, social studies, personal, social, physical education, and the arts. Assessment is viewed as a means to monitor progress and provide feedback to students, teachers, and parents. These assessments act as checkpoints along the road to mastery and provide direction on how to best tailor instruction to address student needs. Assessments are differentiated and include self-reflection by students and teachers. Our teachers work with students to provide a "glow" and "grow" so that students are aware of what they have done well and where they can improve.

- *The Purpose of Assessment for Students :*

- ✓ Cultivate and improve student learning
- ✓ Help students raise awareness of their own learning
- ✓ Determine student learning styles
- ✓ Support students as they identify their own strengths and weaknesses as learners
- ✓ Encourage self and peer reflection
- ✓ Foster an environment that allows them to question the world around them
- ✓ Invite students to respect a variety of points of view.

- *The Purpose of Assessment for Teachers :*

IB Standards: C4 2. The school communicates its assessment philosophy, policy and procedures to the school community. 3. The school uses a range of strategies and tools to assess student learning. 4. The school provides students with feedback to inform and improve their learning. 5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). 6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s)

- ✓ Provide clear communication with families
- ✓ Guide instructional design
- ✓ Give the teacher quantitative and qualitative data
- ✓ Determine professional development needs
- ✓ Insight to learner needs to enhance differentiated instruction
- ✓ Monitor progress toward all learning goals
- ✓ Recognize student achievement
- *The Purpose of Assessment for Parents:*
 - ✓ Keep parents abreast of student progress
 - ✓ Build mindfulness into the learning style of the student
 - ✓ Provide an opportunity to be partners in learning
 - ✓ Showcase strengths and advance academic growth
 - ✓ Understand areas of concern and how to support the student at home
 - ✓ Implement a plan of action for student areas of need
 - ✓ Insight into the student as an academic scholar

Principles of Assessment

- *What are the characteristics of effective assessments?*
 - Brigham Academy ensures high-quality assessments by including the following characteristics:
 - ✓ Appropriately aligned to state and IB standards
 - ✓ Questions formatted to reflect Webb's Depth of Knowledge
 - ✓ A variety of paths to gauge student learning
 - ✓ Allows for authentic student learning and reflection to occur
 - ✓ Mindful of individual needs and learning styles
 - ✓ Generate purposeful data to guide instruction
 - ✓ Relevant, reliable, and valid to guarantee fairness

Assessment Practice

- *How do we assess?*
 - Assessment at Brigham Academy is an ongoing process. A variety of tools are utilized to determine where students fall on the continuum of learning.

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- ✓ Prior knowledge assessments are embedded into each of the unit planners. Teachers conduct prior knowledge assessments using the Visible Thinking Routines, gallery walks, rubrics, checklists, oral presentations, and other cooperative learning engagements that require students to express and visualize what they know and want to know before the unit begins.
 - ✓ Formative assessments provide a direction for student learning. These assessments are administered throughout the school year to continuously improve student learning and teaching. Samples may include: IB portfolios, teacher observation notes, oral presentations, running records, and student reflections.
 - ✓ Diagnostic assessments provide information about the individual learner's skills, weaknesses, and strengths before instruction occurs. Samples may include: pre-assessments, student learner inventories, and checklists.
 - ✓ Summative assessments are administered to determine if students have met a learning benchmark. Samples may include: End of unit assessment, standards-based assessments, and course exams. At the end of a unit, students participate in summative assessments including projects where they are graded using a Marzano rubric or are given a GRASPS task to complete using a rubric or checklist.
 - ✓ Performance-based assessments showcase learning in action. Samples may include: community problem-solving, theatrical productions, and art exhibits.
 - ✓ Project-based assessments demonstrate learning through an inquiry, product-driven process. Samples may include: science fair projects, fifth grade exhibition, rubrics, and STEM challenges.
- *What practices will be agreed upon in order to fulfill the school's philosophy of assessment?*
 - ✓ Assessments will be developmentally appropriate
 - ✓ Feedback will be specific and shared within a timely fashion

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- ✓ Assessments will be collaboratively designed prior to instruction to fully embrace the practice of backward design (beginning with the end in mind)
- ✓ Assessments will assess standards and concepts being taught
- ✓ Assessments will enable students to show what they know
- ✓ Assessments will be purposeful and reflective
- ✓ Assessments will generate data that will influence decision-making
- *How often should we assess?*
 - ✓ The assessment schedule will be pre-determined during collaborative planning. They will be on-going and administered as needed based on the individual needs of the learner throughout the school year. In addition, some assessments will be administered at the beginning, middle, and end of year.
- *Are there any mandatory requirements that must be satisfied?*
 - ✓ External Assessments
 - ✓ Florida Standards Assessment (FSA) - These assessments provide parents, teachers, policy makers and the general public with information regarding how well students are learning the Florida standards.
 - ✓ District Mandated Progress Monitoring Assessments - These assessments are designed by the Polk County School Board to provide information to the student, parent, and teacher regarding the students' progression towards the mastery of the Florida Standards. District tests may include STAR, STAR Early Literacy, science progress monitoring assessments in fifth grade, and the Item Based Testing Platform (IBTP) module tests in mathematics.
 - ✓ Florida Kindergarten Readiness Screener (FLKRS) - This screener is used to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds.

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- ✓ End of course (EOC) district mandated exams are given in each grade level and in the visual arts yearly.
- ✓ Internal Assessments
 - ✓ Running Records - a shared system for assessing readers to match them to book levels, this system provides students with a snippet of leveled text to read and an accompanying recording form for teachers to record exactly what the child does when he or she reads the passage.
 - ✓ Performance assessments- These research-based assessments occur at the end of a unit of study. They provide insight into what skills students have mastered pertaining to each unit.
- *How do we report the results of our assessment?*
 - ✓ Our teachers meet with parents and students at least twice a year. During these conferences, teachers and students share information regarding the student's academic progress and development according to the attributes of the learner profile.
 - ✓ On-line grade reporting is available for all students at Brigham Academy. Through parent portal on the Polk County Website, parents can check attendance, and academic progression information.
 - ✓ Report cards are issued every nine weeks, four times a year. These reports are issued to share a student's progression towards the mastery of grade level standards.
 - ✓ Unit reflections are completed at the end of each unit of study and are included in the IB Portfolio. These reflections serve as a tool to inform parents regarding their student's engagement in each unit of study. Student-Led Conferences are conducted to inform parents about the learning process.
 - ✓ Each semester, students, parents, and teachers reflect on the learning and development related to the attributes of the learner profile through Learner Profile assessments which are sent home.

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