

ASSESSMENT POLICY

PHILOSOPHY

Kehoe-France Northshore believes assessment should be viewed as an opportunity for learning, reflection, and growth. Students should be actively engaged in assessment to help them reflect on their progress, set goals, and make decisions about their next steps in achieving those goals. It should inspire an attitude that learning is never finished and it should involve all members of the school community at appropriate levels. Assessment should be used to support all types of learners. Assessment is a purposeful, comprehensive, authentic, ongoing, and observational tool to drive teacher instruction and student learning.

GUIDING PRINCIPLES OF ASSESSMENT

- Assessment is used to find out what students know to drive student learning and teacher instruction.
- Different forms of assessment will be utilized to support all types of learners.
- Stakeholders have a clear description of how student learning is being assessed, so they can support the learning process.
- Feedback will be provided in a timely manner to students and parents to improve student achievement. This includes oral, written, and rubric-based feedback.
- Assessment will provide an opportunity for students and the teacher to reflect on learning. It helps demonstrate an understanding of the relationship between input and outcome.
- Assessment will empower the learning process.
- Assessment will allow students opportunities to explore personal inquiries and for collaboration.

ASSESSMENT METHODS

- **Diagnostic/Pre-Assessment**
 - This form of assessment is used to determine a student's knowledge base and abilities and will therefore guide teacher instruction and support.
- **Formative Assessment (assessment for learning)**
 - Formative assessment is used as an ongoing assessment tool to evaluate student progress and learning within units, and provide feedback to guide teacher instruction and support.
- **Summative Assessment (assessment of learning)**
 - A summative is used as a conclusive assessment tool at the end of a unit to evaluate mastery of the content.
- **Internal/External Assessment**
 - Internal assessments are evaluated based on a predetermined criterion.
 - External Assessments are evaluated based on a comparison to nationally or internationally normed tests.

EXAMPLES:

Diagnostic/Pre-Assessments	Formative Assessments	Summative Assessments	Internal/External Assessments
KWL Charts Anticipation Guide Pre-test Interest Inventory Self-discovery Map Survey Writing Sample Graphic Organizer Thinking Routines	Observations Questioning Discussions Quiz Digital/Non-digital Portfolio Homework Work Samples Entrance/Exit Tickets Anecdotal Records Graphic Organizer Thinking Routines Process Journals	Digital/Non-Digital Portfolios Presentation Project Performance Essay Experiment Unit/Chapter Test Standardized Test Quarterly Exams	<p>INTERNAL: All diagnostic, formative, and summative assessments</p> <p>EXTERNAL: Teaching Strategies GOLD (Little Eagles - PreK-3) MAP Growth (2nd grade - 7th grade)</p>

GRADING SCALES

PREK-4 AND KINDERGARTEN

E	Excellent	+	Satisfactory Progress
G	Good	-	Working on Skill
S	Satisfactory	*	Not Assessed
N	Needs Improvement		
N/A	Not applicable		

GRADES 1 - 7

A	Excellent	93 - 100
B	Good	86 - 92
C	Satisfactory	78 - 85
D	Below Average	70 - 77
F	Unsatisfactory	Below 70

GRADES ARE GENERATED USING THE FOLLOWING WEIGHTED AVERAGES FOR GRADES 1 - 7:

<u>1st and 2nd Grades</u>	<u>3rd and 4th Grades</u>	<u>5th - 7th Grades</u>
	25% Daily Grades (Formatives)	25% Daily Grades (Formatives)
100% Daily Grades and Tests (Formatives and Summatives)	75% Tests (Summatives)	50% Tests (Summatives)
		25% Exams (Summatives)

There will be no more than two tests scheduled on any day during the school year.

EXAMS

- Exams are not given in 1st, 2nd, 3rd or 4th grade.
- **In grades 5 - 7**, exams will be given in all major academic subjects.
 - There will be one "dead day" prior to the first exam day.
 - 7th grade students have the opportunity to qualify for a 4th quarter exam exemption. These students must have an A for the 4th quarter and a final average of an A in the subject to earn the exemption. In addition, students must score a 5 or higher on each criteria of the Community Project to be eligible for exemption from any subject in the 4th quarter.

SPECIALISTS CLASSES

Specialists will assess developmental progress in skills for grades 1st through 4 in physical education, visual arts, performing arts, library, guidance, and Spanish. The following grading scale will be used to assess the students. Inserts will be distributed with report cards at the end of each quarter.

GRADES 1 - 4

E	Exceeding Skill Level
M	Meeting Skill Level
D	Developing Skill Level
B	Beginning Skill Level

INTERNATIONAL BACCALAUREATE PROGRAMME (PYP) 4TH GRADE EXHIBITION

- The PYP 4th grade exhibition is a culminating, collaborative experience that is student-initiated and designed.
- Students demonstrate their understanding of an issue or opportunity they have chosen to investigate. They investigate individually and with their peers, under guidance from their teacher.
- The exhibition allows students to show their ability to take responsibility for their learning and their extent to take action as they plan, present, and assess their own learning.
- The exhibition is shared with the learning community (students, teachers, and parents) that takes place in the spring.

MIDDLE YEARS PROGRAMME (MYP) ASSESSMENT AND GRADING (5th–7th Grade)

AIMS OF ASSESSMENT IN THE MYP ARE OUTLINED IN THE MYP PRINCIPLES INTO PRACTICE:

Assessments

- are integral to the learning process.
- are aligned with subject-group objectives.
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills, and understanding being assessed.
- are appropriate to the age group and reflect the development of the students within the subject.
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).
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SUMMATIVE ASSESSMENTS IN THE MYP

Summative assessment (assessment of learning) provides evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. These assessments determine the level of achievement of a student at the end of a unit of study within a subject-group in accordance with the International Baccalaureate (IB) expectations. Summative assessments may include essays, creation of a product or solution to a problem, projects, performances, investigations, research, and examinations.

Each unit of study is limited to one summative assessment and administered at the end of the unit. If more than one criteria is assessed within a summative, a separate grade will be given for each, according to International Baccalaureate expectations.

IB MYP ACHIEVEMENT LEVELS AND GRADING

All MYP subject-groups have four assessment criteria with descriptor levels ranging from 0 - 8. The level descriptors describe a range of student performance in the various strands of each objective. Below is the IB MYP Achievement Level Conversion Chart. This scale is used in assessing the **summative assessment for MYP units only**. Students are assessed on how well they have achieved the objective. The intent is to help students grow, improve, and be successful.

IB Achievement Level	Standard Grade
MYP 8	100% A
MYP 7	96% A
MYP 6	93% A
MYP 5	90% B
MYP 4	86% B
MYP 3	83% C
MYP 2	80% C
MYP 1	75% D
MYP 0	69% F

LATE SUMMATIVES

Summatives are due on the date assigned by the teacher. Late summatives will not be accepted unless approved in advance by the teacher.

MYP ASSESSMENT RUBRICS

Each of the eight subject-groups, in addition to the Community Project, has its own assessment criteria. Teachers will develop task-specific rubrics that describe the levels of performance in each of the criteria. The IB MYP Programme requires that MYP assessment is made clear to students before the start of the unit, meaning that students are given the rubric prior to engaging in the learning process. Below are each of the subject-group's assessment criteria.

Arts Criteria			Language Acquisition Criteria (Spanish)		
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Criterion A	Knowing & Understanding	Maximum Level of Achievement 8	Criterion A	Comprehending spoken & visual text	Maximum Level of Achievement 8
Criterion B	Developing Skills	Maximum Level of Achievement 8	Criterion B	Comprehending written & visual text	Maximum Level of Achievement 8
Criterion C	Thinking Creatively	Maximum Level of Achievement 8	Criterion C	Communicating in response to spoken, written, & visual text	Maximum Level of Achievement 8
Criterion D	Responding	Maximum Level of Achievement 8	Criterion D	Using language in spoken and written form	Maximum Level of Achievement 8

Design Criteria			Mathematics Criteria		
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Criterion A	Inquiring & Analyzing	Maximum Level of Achievement 8	Criterion A	Knowing & Understanding	Maximum Level of Achievement 8
Criterion B	Developing Ideas	Maximum Level of Achievement 8	Criterion B	Investigating Patterns	Maximum Level of Achievement 8
Criterion C	Creating the Solution	Maximum Level of Achievement 8	Criterion C	Communicating	Maximum Level of Achievement 8
Criterion D	Evaluating	Maximum Level of Achievement 8	Criterion D	Applying mathematics in real-life contexts	Maximum Level of Achievement 8

Individuals & Societies Criteria	Sciences Criteria
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Criterion A	Knowing & Understanding	Maximum Level of Achievement 8	Criterion A	Knowing & Understanding	Maximum Level of Achievement 8
Criterion B	Investigating	Maximum Level of Achievement 8	Criterion B	Inquiring & Designing	Maximum Level of Achievement 8
Criterion C	Communicating	Maximum Level of Achievement 8	Criterion C	Processing & Evaluating	Maximum Level of Achievement 8
Criterion D	Thinking Critically	Maximum Level of Achievement 8	Criterion D	Reflecting on the Impact of Science	Maximum Level of Achievement 8

Language & Literature Criteria	Physical Health & Education Criteria
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Criterion A	Analyzing	Maximum Level of Achievement 8	Criterion A	Knowing & Understanding	Maximum Level of Achievement 8
Criterion B	Organizing	Maximum Level of Achievement 8	Criterion B	Planning for Performance	Maximum Level of Achievement 8
Criterion C	Producing Text	Maximum Level of Achievement 8	Criterion C	Applying for Performance	Maximum Level of Achievement 8
Criterion D	Using Language	Maximum Level of Achievement 8	Criterion D	Reflecting and Improving performance	Maximum Level of Achievement 8

REPORTING MYP ACHIEVEMENT LEVELS

MYP summary reports of student achievement will communicate the student’s achievement level for each assessment criterion. This will provide information about the student’s engagement with the objectives of each subject–group. Final achievement levels in each of the criteria for each student will be determined at the end of the first and second semester. Teachers will gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students’ performance against the MYP objectives. The planning of units and assessment tasks ensures all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.

INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The learner profile is the IB mission statement represented in learning outcomes for the 21st century. Learner profile student reflections and reports to parents will be given at the end of each quarter for PreK-3 through 4th grade. 5th through 7th grade students will reflect on their development internally and document their growth each quarter. Students develop the following ten attributes throughout the IB Programme.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

EXTERNAL ASSESSMENTS**Teaching Strategies GOLD**

The Teaching Strategies GOLD is an assessment tool for assessing children from birth through three years of age. Developmental and learning areas are assessed three times each school year. The areas assessed are social emotional, physical, language, cognitive literacy, mathematics, science and technology, social studies, and the arts.

MAP Growth Assessment

MAP Growth assesses student growth and measures achievement in math, reading, language usage, and science. Students in 2nd-7th grade will be assessed twice a year, once in the fall and once in the spring. This type of assessment allows for teachers to tailor instruction to challenge students and personalize support to improve learning outcomes. For more information on MAP Growth, click on the following link <https://www.nwea.org/map-growth/>.

STATEMENT OF REVISION

Our assessment policy will be posted in the family handbook and on the school's website. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.