

**Agassiz Elementary School Assessment Policy**

**Agassiz Mission Statement: Our Promise, Our Graduates**

Our Promise

Our promise is to provide a culture of **academic excellence, foster a rigorous** and nurturing learning environment, and instill within students a love of learning by identifying their positive distinctions, whether academic, artistic, or athletic, thus empowering them to be responsible, contributing members of a global community.

Our Graduates

Agassiz students will be lifelong inquirers who are persistent problem solvers, are curious about the world, have a strong sense of self, and are able to communicate their thoughts, feelings, and ideas.

Agassiz students will be critical thinkers who are able to analyze a concept and determine their own viewpoint while respecting differing opinions.

Agassiz students will be principled individuals, showing integrity and empathy, and will possess a foundation of knowledge that enables them to thrive in a diverse, changing society.

**IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations **to develop challenging programmes of international education and rigorous assessment**. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**Assessment Philosophy**

Agassiz School uses assessments for various reasons based on student, classroom, and school-wide needs. Within the Agassiz IB MYP, there is a belief that a purpose must be identified and communicated for each assessment. Furthermore, all assessments that are created at Agassiz will reflect the educational core values of our school as identified in our mission statement and the IB mission statement. All assessments created by our instructors and students will reveal an understanding of performance assessments and will use the GRASPS construct as a creative lens. Communication of outcomes is not the only aspect of discussion with regard to assessments. At Agassiz, discourse with all stakeholders involving process, product and task (Tomlinson, 2014) will be an ongoing ritual. The use of the information harvested from assessments will be predetermined, credible, and applicable to student growth. Finally, the purpose of assessment is not only to analyze and improve student achievement; but also to enhance the quality of instructional practice.

**Types of Assessments Used at Agassiz and in Chicago Public Schools (CPS)**

At Agassiz, several different mandated and local assessments are administered. The purpose of the assessments is to inform instruction, track student growth over time, and to determine and develop individual students’ intervention needs.

|  |  |
| --- | --- |
| **District*** **NWEA**
* **REACH performance tasks**
 | **State** * **PARCC**
* **ELL Screeners: Pre-IPT, WAPT**
* **ACCESS**
* **ISBE Science Test for 8th grade**
 |
| **Teacher Created** * **Pre- and post-assessments**
* **Formative assessments**
* **Summative assessments**
* **Teacher created or adapted writing rubrics**
 | **School Assessments*** **Running Records for Guided Reading Levels**
* **STAR reading**
* **Developmental Spelling Inventory**
* **Fluency Snapshots**
* **Math Fluency**
 |

**Implementation of Formative and Summative Assessment**

At Agassiz, assessment is an integral component of teaching and learning. Various formative and summative tasks are used within each unit to guide instruction and inform parents, students, and staff of progress. Formative assessments provide information needed to adjust teaching and learning while they are still happening.  The process serves as practice for the student and a check for understanding during the learning process.  The formative assessment process guides teachers in making decisions about future instruction. Summative tasks are used to evaluate student progress after the unit. The following table explains the purpose and provides examples of different formative and summative tasks. Please note that these are only examples, not an exhaustive list, of different types of formative and summative assessments.

|  |  |  |
| --- | --- | --- |
| **Assessment:** | **Purpose:** | **Examples:** |
| **Formative Assessment**  | - Informs instructional practice- Determines need for differentiation- Provides practice of skill taught- Gauges program effectiveness | - Individual conferences- Exit slips- Homework checks- Quizzes- Checklists- Process journals- Anecdotal records |
| **Summative Assessment** | - Communicates learning expectations- Provides the basis for evaluation- Gauges program effectiveness | - GRASPS tasks (see below)- Tests- Essays- Lab assignments- Performances  |

**GRASPS –** An acronym that is used to assist teachers to help design and explain an authentic, real- world performance based assessment to students: Goal, Role, Audience, Situation, Product and Standards.

* **Goal** - Explains the outcome of the learning experience and explains the purpose of the experience and product creation.
* **Role** - Provides the student with the position or individual persona they will become in order to accomplish the goal of the performance task. Roles in performance tasks help structure the real-world application of standards-based content.
* **Audience** – Describes the individual(s) who are interested in the products that have been created. These people will make a decision based upon the products and presentations created by the individual(s) assuming the role within the performance task.
* **Situation** - Provides the participants with a contextual background for the task. Students will learn about the real-world application for the performance task.
* **Product** - The products provide various opportunities for students to demonstrate understanding. Based upon each individual learner and/or individual class, the educator can make appropriate instructional decisions for product development.
* **Standards** – The standards that students have learned and are being assessed with the completion of the performance based task.

*Adapted from* [*http://www.definedstem.com/learn/performance-task*](http://www.definedstem.com/learn/performance-task)

**MYP Assessment and Determining Achievement Levels**

Teachers evaluate student performance by creating assessments that align with subject specific MYP criteria. These summative tasks assess the objectives of each subject, and must be assessed at least twice per year. The middle school staff at Agassiz is small, often with only one teacher being responsible for teaching a subject. For this reason, teachers do not create and give common assessments. Despite this, during common planning time, teachers across subject areas and grade levels do the following:

* Create subject group overviews which include the MYP objectives being taught
* Discuss summative tasks in order to create an authentic, real-world GRASPS task
* Write task specific clarifications in student friendly language
* Standardize MYP assessments
* Reflect on student achievement, summative tasks, and MYP rubrics, including the task specific clarification

**MYP Assessment Recording and Reporting**

At Agassiz, we believe that a partnership exists between parents, students, teachers, and staff. The following practices are used to report assessment purpose and results to parents:

* District-wide assessment calendar
* Progress reports
* Parent portal accessing Gradebook
* Classroom handbook includes categories and weight
* MYP student-parent led conference
* Curriculum night
* Parent-teacher conferences
* IEP meetings
* Rubrics posted on websites
* Open house events to showcase student assessed work

**Grades and Report Cards**

Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. Teachers offer specific written feedback on the rubric to help students improve on future summative tasks. Students use this feedback to reflect on their work – highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

All CPS schools report student progress using a grading scale. Currently, at Agassiz, IB levels of achievement are translated into a standardized point scale. This is then entered into Gradebook as one or more assessments for the quarter.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MYP Score** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| **Conversion** | 100 | 95 | 89 | 85 | 79 | 75 | 69 | 65 | 59 |
| **Grade** | A | A | B | B | C | C | D | D | F |

Within MYP units of inquiry, students are assessed using the appropriate and required program year assessment criteria. In sixthgrade, teachers use the Year 1 Assessment Criteria and in eighth grade, teachers use the Year 3 Assessment Criteria. For seventhgrade, teachers use the Year 1 Assessment Criteria for the first two quarters and the Year 3 Assessment Criteria for the last two quarters of the year. The MYP Assessment Criteria is directly aligned to the objectives for each subject area (See Appendix D).

**Communication of Assessment Policy**

There are several ways the assessment policy is shared with the Agassiz community. Staff members learn of the development of the policy during grade level team meetings. Policies are displayed at an information table during report card pick-up. The IB coordinator designate attends Local School Council (LSC) meetings to inform the governing body of the policy. Once complete, the policy will be made available to the community at large on the school’s website.

**Review of the School Assessment Policy**

A committee of selected IB MYP teachers and school administration will review this policy annually to make any warranted changes.

**Appendix A**

**Definition of Terms**

**Criterion-related Assessment -** An assessment process based on determining levels of achievement against previously agreed criteria. MYP assessment is criterion-related (FPIP, 111)

**Formative Assessment -** Ongoing assessment aimed at providing information to guide teaching and improve student performance (FPIP, 112)

**Performance Based Assessment** - A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency.

**Summative Assessment -** The culminating assessment for a unit, term or course of study, designed to provide information on the student’s achievement level against specific objectives (FPIP, 115)

**Appendix B**

**Standards for Authorization**

|  |  |  |
| --- | --- | --- |
| **Standard:** | **Action Item****(taken from Agassiz Action Plan)** | **Date to be achieved:** |
| **B1. 5c The school has developed and implements an assessment policy that is consistent with IB expectations.**  | IB leadership team will develop an assessment policy that is consistent with IB expectations | **June 2016** |
| During GLT meetings, teachers will be asked to provide input on items required for the assessment policy.  | **May 2016** |
| The assessment policy is communicated to and made available to all stakeholders | **September 2016** |
| **C1.2** Collaborative planning and reflection takes place regularly and systematically. | The school provides weekly common planning time for teachers to work on unit plans and create assessments | **Ongoing** |
| **C3.2** Teaching and learning engages students as inquirers and thinkers. | Develop units, activities and assessments that provide students opportunities to choose topics and express learning in different ways | **Ongoing** |
| Teachers attend professional development opportunities, including Facing History and Chicago Symphony Orchestra, which assist teachers in writing inquiry-based units. | **2015-2016 School Year** |
| **C4.1a The school uses the prescribed criteria for each subject group in each year of the programme** | Review unit plans and subject guide overviews to ensure prescribed assessment criteria is included | **Ongoing** |
| **C4.**2. The school communicates its assessment philosophy, policy and procedures to the school community. | Host parent night to explain the assessment criteria | **Fall 2016** |
| Websites will give detailed assessment criteria used for units, and post assessment policy | **BOY 2016 and ongoing** |
| Twice yearly parent-teacher-student directed conferences | **1st& 3rd quarter report card pick-up**  |

**Appendix C**

**Example of Criterion Referenced Assessment (Rubric)**

***MYP Science Year 1 – Criterion D:* Reflecting on the Impacts of Science**

**STUDENT NAME: \_\_\_\_\_\_\_\_\_\_**\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Teacher:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Criterion Score:  \_\_\_\_ /8**

**Current Achievement Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 8-7 | 6-5 | 4-3 | 2-1 | **0** | ***Skill*** |
| I can **explain** the ways in which science is applied and used to address the issue of groundwater contamination | I can **describe** the ways in which science is applied and used to address the issue of groundwater contamination | I can **summarize** the ways in which  science is applied and used to address groundwater contamination  |  I can **outline** the ways in which science is used to address groundwater contamination | **Does not reach a standard described by** **any of the descriptors** |  ***Explain the ways in which science is***  ***applied and used to address a***  ***specific problem or issue***1 |
| I can **discuss and** evaluate the implications of using science and its application  to solve groundwater contamination | I can **discuss** the implications of using science and its application to solve groundwater contamination | I can **describe** the  Implications of using science and its application to solve groundwatercontamination | I can **outline** the  implications of using science to solvegroundwater contamination |  ***Discuss and evaluate the various implications of using science and its application to solve a specific******problem or issue***2 |
| I can **consistently**  apply scientific language to communicate understanding**clearly and****precisely** | I can **usually** apply scientific languageto communicate understanding **clearly and****precisely**  |  I can **sometimes**  apply scientific language to communicate understanding |  I can **apply** scientific language to communicate understanding **but does so with limited success**. |  ***Apply scientific language effectively***3 |
| I can documentsources **completely.** | I can **usually** document sources correctly. | I can **sometimes** document sources correctly. | I can document sources, with **limited success.** | ***Document the work of others and***  ***sources of information used***4 |

**Appendix D**

**Objectives and Assessment Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Language & Literature** | Analyzing | Organizing | Producing text | Using language |
| **Language Acquisition** | Comprehending spoken and visual text | Comprehending written and visual text | Communicating in response to spoken, written, and visual text | Using language in spoken and written form |
| **Individuals & Societies** | Knowing and understanding | Investigating | Communicating | Thinking Critically |
| **Sciences** | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| **Mathematics** | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real world contexts |
| **Arts** | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| **Physical Education & Health** | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| **Design** | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| **Interdisciplinary** | Integrating knowledge and understanding | Learning in context | Communicating | Reflecting |

**Works Cited**

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