



Assessment Policy 2017-2018

Philosophy

After much thought, experimentation and development we believe that assessment should very simply provide the opportunity for students to demonstrate what they know and what they can do. We believe this opportunity should allow for student choice, reflect deep understanding and promote a positive attitudes toward learning. We believe that assessment is a tool that informs instruction, supports the learning process and should assist students and teachers in reflection and planning. Assessments help both the teacher and student to determine the current level of content knowledge and the development of skills through the Approaches to Learning and development of the IB Learner Profile. Students should also be provided with the opportunity to transfer knowledge into unknown situations and apply or extend their learning in unique ways. The development of our assessment policy and practice continues to evolve as our school grows. In developing this policy we took into account a number of factors and consulted a number of documents and resources.

Campus International is a K-8 school that also includes authorized Primary Years and Middle Years Programs. When revising and reviewing we looked at both the policies and practices of the Campus International MYP and PYP to create continuity for both students and parents as they transition from one program to the next. Assessment has always been at the forefront of all our professional development activities. We continue to work on creating, developing and revising summative assessments, along with working to create continuity of understanding levels of growth and achievement. The development of both policy and philosophy was informed by International Baccalaureate PYP and MYP policies and practices and Ohio State Academic Content Standards. As a school, we have always valued student voice, ownership and reflection in assessment and continue to make this a priority in the creation and implementation of and reflection on assessments.

Principles and Purpose

At Campus International School assessment:

- Is purposeful and meaningful and encourages growth
- Is intended to demonstrate growth over time in a variety of forms
- Informs instruction and guides teaching and learning
- Is both formative and summative and is guided by student and teacher reflection
- Uses a criterion related approach that is made explicit and detailed by the teacher
- Provides feedback and data to all stakeholders to help guide instructional practices
- Enables teachers, students and parents to monitor student progress toward achievement of learning targets and acquisition of skills
- Is connected to the IB Learner Profile, Approaches to Learning, key and related concepts, and global contexts.
- Is aligned to Common Core and Ohio State Standards and meets District mandates.
- Includes all state and district mandated assessments, including CAP, AIR and MAP NWEA, AimsWEB, KRAL, Ohio Diagnostics, Performance Assessments

Practice

All units of inquiry will include both formative and summative assessments using formal and informal methods. Assessments will guide classroom instruction and student learning through pre-assessments, formative assessments and summative assessments. Formative and Summative assessments may be evaluated through teacher created criteria or in alignment with criteria outlined by the State of Ohio. Teachers will often use these assignments to help in standardizing the scoring of assessments across grade levels, to improve the use of criteria, determine the effectiveness of teaching and levels of understanding and to identify exemplars to the school community. Practice remains similar throughout both programs, although tools and feedback differ in some ways to accommodate the developmental and academic needs of the students in each program.

Pre-assessments will be used to guide teaching and learning, as they help inform the direction of our units and determine levels of prior knowledge. Pre-assessments are also helpful in gauging student interest and often help to begin the inquiry process and build excitement.

Formative Assessments:

- Are a part of daily instruction
- Assist in differentiating and meeting student needs
- Involve students
- May be: quizzes, teacher observations, responses to a prompt, student reflection, discussion, exit tickets
- Help teachers to guide instruction and allow students to reflect on their own learning and set goals

Summative assessments:

- Occur at the end of a unit to allow students an opportunity to demonstrate what they have learned and extend their knowledge
- May take a variety of forms and have the potential for student choice. May include papers, projects, tests and various forms of presentations.
- Are designed to assess student understanding of the central idea in each unit of inquiry and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through acquisition of data, synthesis of information, application of knowledge and process.
- Are often developed to provide students with the opportunity to demonstrate transfer and use and apply their knowledge in a new and different way.
- May include student contributions to defining and developing the specifics criteria for scoring

Standardized Tests

- Are a requirement of the state of Ohio and CMSD
- Provide continuous data on growth and development over time
- Are used to analyze school- wide development and growth to inform teaching and learning

PYP Assessment Tools and Feedback

A variety of assessment strategies and tools are used across all subject areas and grade levels in the Campus International PYP to determine achievement levels and guide student growth. Methods may include performance based assessments, student initiated action or selected response items. Tools and strategies for both formative and summative may, but are not limited to::

Tools:

Anecdotal notes
Checklists
Open-ended tasks
Performance tasks
Rubric

Strategies

Observations
Performance
Process-focused
Selected response

Feedback is a valued and necessary component of assessment in the PYP and may include one or any combination of the following: numerical score, letter grade, developmental proficiency scale, narrative report, checklist, verbal report/conference. Feedback is designed to make clear levels of student understanding and development of skills across the Five Essential Elements. Feedback may also include offering suggestions for improvement in order to reach greater understanding and further develop skills as well as methods to participate in meaningful action.

The expectations for assessments are made clear to students and students may be asked to participate in the generation of task specific criteria and goals to better understanding their learning goals and development. Feedback is a part of learning every day.

Teachers work together in collaborative teams to ensure universal understanding and interpretation of assessments and criteria at each grade level in each unit of inquiry. Teachers at CIS work together to align the programme of inquiry vertically and horizontally as they create PYP unit planners and design assessment tasks. Through thoughtful planning and discussion, they will continue to develop rubrics and other tools and strategies to determine student understanding and have started the work of standardizing scoring practices, as well as identifying student's strengths and weaknesses and informing teacher practice.

Reflection plays an important role in assessment at Campus International School and occurs frequently and in a wide variety of forms. Reflection often occurs organically in response to learning or events and may also be more formal. Students often complete a general reflection on the unit of inquiry, including knowledge and understanding gained about the central idea and possible future investigations and these are often shared with families. They may also reflect on a particular piece of work from the unit of inquiry.

Portfolios

Primary Years Student Portfolios are essential to assessment and also serve as a tool to document student learning and are intended to show growth over time in a variety of forms. Portfolios are used to discuss learning with our students and may document the process of learning. Artifacts included in portfolios should be connected to the IB Learner Profile, approaches to learning, key and related concepts, the transdisciplinary themes and subject - specific content, along with student initiated action and inquiry.

Additionally, our portfolios enable teachers, students and parents to monitor student progress toward achievement of learning targets and acquisition of skills and are used as a communication tool during student-led conferences and parent meetings and are available to relevant teachers, staff, students and families, as well as district personnel.

MYP Assessment Tools and Feedback

MYP Assessment criteria and rubrics specific to each subject area are used across all subject areas in the Campus International MYP to determine achievement levels and guide student growth. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by informing students where criteria were met and offering suggestions for improvement in order to reach the next level of achievement. The expectations at each level on the rubric are discussed prior

to assessments and students may be asked to participate in the generation of task specific descriptors that make the criteria easier for students to understand.

Teachers work together in collaborative teams to ensure universal understanding and interpretation of the MYP criteria at each grade level and in each subject. Specific expectations at levels 1, 3 and 5 are outlined by the IB and provide a continuum of development to guide teachers in planning and assessing. Teachers at CIS work together to align coursework vertically and horizontally as they create MYP unit planners and design assessment tasks. Through thoughtful planning and discussion, they will develop task-specific descriptors for the MYP rubrics and have started the work of standardizing scoring practices. Final levels of achievement on the rubric is then decided by teachers using their professional judgment and training.

Communication of Student Progress

PYP

The communication of goals, achievements and outcomes to parents, students and all stakeholders is an important element of our assessment policy. Students will be issued a district report card each quarter that reports progress in all content areas, they will also receive a reports on student progress in the Primary Years Program at least twice per year. This report will include information on their understanding of the transdisciplinary theme, concepts, the development of approaches to learning and the Learner profile, along with student-initiated action.

MYP

The communication of goals, achievements and outcomes to parents, students and all stakeholders is an important element of our assessment policy. As an MYP school we will assess all criteria in each subject twice a year, in many cases this will occur more often. These scores will be recorded and reported to parents in a uniform manner that helps both students and parents understand the MYP criterion and expectations. Parent IB classes and Open House will provide opportunities to educate parents on the MYP grading system. As we grow and develop we intend to increase the frequency of the criterion based assessment in all subjects and grades.

Achievement levels on MYP criterion will be gathered and common grade boundaries will be determined by teachers to be converted to letter grades as required by our current CMSD report card. In some cases, assignments will be assessed using a point or percentage based system and these may be a factor in determining final grades. Growth throughout the three years of the program will be tracked through IB reports completed at the end of first and second semester. Students also receive a report in accordance with the district standard and are assigned letter grades that are determined by their achievement on the MYP criteria.

Students will be an integral part of reporting growth through portfolios, self-assessment, reflection and student-led conferences.

Student Led Conferences

Campus International School employs a student- led conference model for grades K-8 to reflect our values of voice, choice and reflection. Student led conference provide students with an opportunity to celebrate and reflect on their learning with families and teachers, as well as report on growth and set goals for the future. Our student led conferences support the International Baccalaureate program in a variety of ways. Students work on organizing, reflection and critical thinking skills, as they select work to share and prepare for their conference. During conferences student practice and refine communication skills and highlight and demonstrate their development of the learner profile.

References

Prairie Seeds Academy. (2016). Assessment Policy. Retrieved from <http://ww2.psak12.org/wp-content/uploads/Prairie-Seeds-Academy-Assessment-Policy1.pdf>

Shaker Heights City School District. Assessment Policy. Retrieved from <http://www.shaker.org/Downloads/MYP%20Assessment%20Policy%2015-16.pdf>

PYP STUDENT PORTFOLIOS 2017-2018

In alignment with Campus International assessment philosophy, Primary Years Student Portfolios serve as a tool to document student learning and are intended to show growth over time in a variety of forms. Portfolios are used to discuss learning with our students and may document the process of learning. Artifacts included in portfolios should be connected to the IB Learner Profile, approaches to learning, key and related concepts, the transdisciplinary themes and subject - specific content, along with student initiated action and inquiry. Additionally, our portfolios enable teachers, students and parents to monitor student progress toward achievement of learning targets and acquisition of skills and are used as a communication tool during student-led conferences and parent meetings and are available to relevant teachers, staff, students and families, as well as district personnel.

ESSENTIAL AGREEMENTS

- Portfolios will include self-selected pieces of student work, goals, reason for including the piece, and reflections.
- Portfolios will include artifacts from each unit of inquiry during each year of the PYP
- Each unit will include a reflection and at least one example of student selected work
- For each PYP year 3 artifacts will be summative assessments; all other work will be chosen by the student.
- Students will have a total of at least 9 artifacts or work samples per PYP year
- Portfolios will include evidence, reflections, photos, etc. of the Learner Profile, Attitudes, Actions, and Leadership.
- At least once a year student's will report on their development of the learner profile attributes
- Student -initiated actions will be document and included in portfolios

PORTFOLIO MANAGEMENT

- Students collect work throughout the unit in a teacher designed system. At the end of each Unit of Inquiry students will review, discuss and reflect on their work in the unit and choose one piece to include in their PYP Portfolio.
- 3 ring binders used to house portfolios will be gathered and boxed to be collected by the IB Coordinator at the end of each school year and redistributed to current teachers prior to the first day of school.
- E- portfolio information will be passed on to the next grade in the case of kindergarten and will become a school wide practice in 2018-2019 as we move from paper to digital portfolios.



Dear Campus International School Family:

We are so excited that student led conference time is here again and students are busy preparing to share this time with their families and celebrate learning. Student- led conferences provide students with an opportunity to celebrate and reflect on their learning with families as well as report on growth and set goals for the future. Our student led conferences support the International Baccalaureate program in many ways. Students work on organizing, reflection and critical thinking skills as they select work to share and prepare for their conference. During conferences students practice and refine communication skills and highlight and demonstrate their development of the learner profile. Here are the details of what to expect:

Who: Students will lead the conference with their families

What: Students and families will celebrate accomplishments and growth.

When: Classroom teachers will schedule times and location.

Why: Students will have an opportunity to discuss their accomplishments and challenges, reflect on growth and communicate academic goals and create a plan to reach those goals.

How: Students are planning, preparing and reflecting on work to share with you!

At Campus International School , we value voice, choice and reflection. Student -led conferences provide students the opportunity to lead and conduct their conference as they showcase who they are and what they have accomplished. The teacher is a participant in student- led conference and the student is the guide. This is an opportunity for our students to build independence and communication skills as well as celebrate learning.