

IB ASSESSMENT POLICY

Fairmont Private Schools, Historic Anaheim Campus

REVISION PROCESS

Draft: March 2019

Revision: June 2019

INTRODUCTION

The assessment policy of Fairmont Private Schools was first developed during the 1993/94 school year by the DP coordinator and Fairmont Preparatory Academy teaching staff. Following this, the assessment policy was updated bi-annually by the DP coordinator. In June 2018, Fairmont Private Schools became a PYP and MYP Candidate school, and in November 2018, the PYP, MYP, and DP coordinators worked in concert with school staff and the Education Department to further this policy. In March 2018, this policy was reviewed by the coordinators, heads of school, and senior leadership. The assessment policy will be reviewed and updated bi-annually.

MISSION STATEMENT

We develop and deliver world-class P-12 schools and educational services globally.

PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

GOALS OF ASSESSMENT

Assessment is a practice that drives instruction and involves teachers, students and parents. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas that are in development. Information from assessment is used to identify learning targets and plan curriculum. Fairmont Private Schools strives to develop assessment tasks that are authentic, that is, they are summative, specific, criterion related, varied, use of a range of measurement tools, and have real-world applications wherever possible. All participants in the process have opportunities to assess collaboratively through self-assessment, peer-assessment, and teacher assessment. Teachers standardize for consistency across departments and the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students.

GENERAL ASSESSMENT PHILOSOPHY

- Assessment is ongoing.
- Assessment is consciously designed to measure and improve student learning.
- Reflection is an essential and integral part of assessment.
- Assessment tasks must be authentic whenever possible.
- Feedback is central to the assessment process.
- Students and teachers can use feedback to revise and improve performance.
- Assessment provides a direction for teachers, the students, the parents, the administration and the larger school community.
- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- Criteria for assessment is shared or developed with the students prior to assessment where appropriate.
- Assessment is objective; all judgments are based on evidence from student work.

AIMS OF ASSESSMENT

- Provide valid and reliable measurements of what students have learned.
- Reflect student growth, development and learning.
- Identify areas of strengths and areas to be further developed.
- Provide direction for future planning and instruction.
- Develop a common language for discussing and evaluating.
- Evaluate the appropriateness of the curriculum.
- Inform academic target setting.
- Empower students to be active participants in their own learning.
- Develop shared year level and school-wide expectations and set standards.
- Create shared academic understanding in departments.
- Provide structured, focused and relevant feedback to students and parents.
- Provide information to school leadership to inform budgets, resources, curriculum development, and professional development.

GENERAL ASSESSMENT PRACTICES

1. **Pre-assessment** – Teachers will assess prior knowledge and experience before embarking on new learning experiences.
2. **Formative assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.
3. **Summative assessment** – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that

students can show their understanding of concepts, knowledge and skills in authentic contexts.

4. **Internal assessment standardization** – Teaching teams are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school.
5. Assessments will be carried out in the following forms: peer-assessment, self-assessment, and teacher assessment. Feedback should be provided within an appropriate amount of time, and within one week of the assessment.
6. A balance of strategies and assessment tools will be used at developmentally appropriate levels and should be outlined in planning documentation.

OVERVIEW OF IB PROGRAMMES AND PRACTICES FOR ASSESSMENT

THE PRIMARY YEARS PROGRAMME (PYP): AGE 3 - GRADE 5

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastery of skills, the development of attitudes, and the decision to take responsible action. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process.

Source: MTPYPH, P2P

THE MIDDLE YEARS PROGRAMME (MYP): GRADE 6 - GRADE 8

Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students. Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria. Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competency against the objectives. Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted.

Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and summative (which measure the amount of learning that has taken place). Level descriptors for summative tasks will be distributed at least one week in advance of student deadlines. Where appropriate, students are expected to submit the work with a

self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one week of receipt.

In the cases where more than one teacher is teaching the same subject group in a given year level, instances of internal standardization will take place to ensure a common understanding of criteria and application of levels of achievement. Supervisors of the community will also standardize.

Source: MTMYPH, MYP&P

Descriptor of Overall Level of Achievement	MYP Boundary Score	% Range	A-F Grade
Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	1-5	60-64%	F
Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	6-9	65-69%	D/D+
Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	10-14	70-76%	C-/C
Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	15-18	77-82%	C+/B-
Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	19-23	83-89%	B/B+
Produces high-quality, occasionally innovative work. Communicates	24-27	90-96%	A-/A

extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.			
Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	28-32	97-100%	A+

REQUIRED SYSTEMS FOR GRADING AND REPORTING

As a means of cross-referencing our internal assessment data with national standards, students in grades 3 through 8 take the CTP Exam. This test assesses literacy and numeracy for students and gives valuable information on student ability. Parents receive a personalized report that indicates how their child is performing against age-appropriate criteria (criterion-referenced) and where they stand relative to all other students who sat for the exam (norm-referenced).

Students age 2 - grade 2 take the Children’s Progress Academic Assessment (CPAA). This exam is used by early childhood educators need an efficient way to assess students in the early years, sometimes before students can read or write. Children’s Progress Academic Assessment (CPAA) uses audio and visuals to gain insights into student’s skill gaps. When students provide an incorrect response, CPAA provides scaffolding to help kids learn.

EVIDENCE OF APPLICATION OF THE ASSESSMENT POLICY

EVIDENCE OF TEACHER APPLICATION

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow students time to reflect on their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.

- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

EVIDENCE OF STUDENT APPLICATION

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools.
- Share the outcomes of their learning with peers, teachers and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behaviour at school.
- Recognize and increasingly use the common assessment vocabulary used throughout the school.

EVIDENCE OF PARENT APPLICATION

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their children.
- Recognize that their child is at the center of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their child's on-going learning.