

Carl Hankey TK-8 Academy Assessment Policy

Philosophy:

Assessment is an integral part of the teaching process which guides instruction. This ongoing cycle provides constructive feedback necessary to improve student performance. Feedback is central to all learning and teaching. Thus, varied forms of assessment and evaluation allow students and teachers to demonstrate the full range of teaching and learning to include the:

- understanding and application of concepts
- acquisition of knowledge
- mastery of skills
- development of the learner profile and attitudes
- action as a result of learning

Assessment Principles

At Carl Hankey TK-8 Academy, assessment shall be focused on the “questioning classroom” concept wherein teachers are frequently asking students to self-reflect on their response to learning. Assessment should also be sensitive to cultural, linguistic, racial, class, learning, physical and gender differences. This involves assessment practices that are not only formative and summative, but also consistent with strong instructional practice.

Formative Assessment

Formative assessments, which can be formal or informal, are used throughout units to guide instruction and are administered within each grade level. Such assessments provide timely feedback for both students and teachers so adjustments can be implemented accordingly. Purposeful questions permeate the classroom, thereby allowing the teacher a window into each student’s level of understanding.

Summative Assessment

Summative assessments measures may be represented in any of the following forms:

- unit tests
- laboratory reports
- essay response to prompts
- project-based authentic tasks
- performance tasks
- presentations
- standardized tests

Assessment Requirements

Carl Hankey TK-8 Academy will assess students on district, state and national standards, as well as IB criteria within the PYP and MYP.

Primary Years Program (PYP)

Teachers assess both the depth and the products of inquiry. In addition, the attributes of the learner profile and transdisciplinary skills attained by students are viewed through progression and self-reflection. Student progress is demonstrated through behavior, performance, and taking action.

The PYP Exhibition is a summative assessment of the students' learning at Carl Hankey TK-8 Academy. At the end of fifth grade, all students participate in the Exhibition, designed as a culminating project that synthesizes the five essential elements of the PYP: knowledge, concepts, skills, attitudes, and action. It is also an opportunity for students to display the attributes of the learner profile. Students are required to participate in a collaborative, transdisciplinary inquiry process wherein they identify solutions to real world problems. The PYP Exhibition is a highly anticipated, student-driven activity, shared with the school and the community at-large.

Middle Years Program (MYP)

MYP objectives have been established for each year of the program. The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. Objectives are directly related to assessment criteria. These objectives are made available to the school community during Back to School Night presentations.

MYP subject area criteria, assessed via IB rubrics, are aligned with MYP objectives and are assessed a minimum of twice a year in each subject area.

The Community Project is an integral part of the IB MYP assessment. Students are graded on an IB rubric for this supported yet self-guided project. This project is guided by the IB MYP Community Project Guidelines. The purpose is to create life-long productive citizens giving back to society.

PYP Reporting on Student Learning

Within the PYP, student learning is reported through the following:

1. Parent Communication, which may include the following:

- Parent-Teacher Conferences conducted in grades TK through fifth are scheduled twice a year by district staff
- Student, teacher, parent meetings are scheduled by need
- Electronic communication, including emails, telephone calls, Talking Points texting system, and school and district websites which assure confidentiality
- Optional, by teacher or grade level, weekly folders are sent home containing student work and class/school information
- Back-toSchool-Night and Open House

2. Reporting:

- Standards-based reporting criteria for grades TK-5, use four-point achievement level rubric (district policy report card)
- Citizenship and effort grades given in art, PE, music, Spanish on district report card
- Progress toward the Learner Profile will be reported at the end of each trimester on the Standards Based Report Card

3. Student Portfolios:

- The purpose is to demonstrate evidence of student learning using a range of experiences throughout the curricula. The portfolio will highlight areas of growth within the transdisciplinary concepts and skills, learner profile attributes, and attitudes.
- Content includes student-generated reflections of each unit of inquiry as well as teacher- and student-selected artifacts that demonstrate understanding.
- Student binders are maintained by the current year teacher, then passed to the next year's teacher. At the end of each year, students and teachers review binders to reflect on learning and keep best work samples that students feel exemplify their best or favorite learning experiences.
- Accessibility is assured for students and their parents/guardians, in addition to faculty who rely upon it for assessment and instructional purposes. Upon leaving Carl Hankey International Baccalaureate Academy, students are (given the opportunity) presented with the contents of the binder portfolio.

4. External Standardized Testing:

- California State Law requires schools to give the ELPAC to students in grades TK-12 whose mother tongue is other than English. This test initially identifies English proficiency level, and measures growth over time.
- SBAC is required of all students in California within grades 3-11. It addresses standardized testing of the Common Core State Standards that have been adopted for California and many states in the U.S. Students in grades 3-11 may take the California Modified Assessment (CMA) if their Individualized Educational Plans (IEPs) designate this mode of testing. The California Alternative Performance Assessment (CAPA) is administered to students with significant disabilities who are unable to take the CST.
- All students in grade 5 are required to be assessed via a Physical Fitness test mandated by the Department of Education. It measures each student's performance in six fitness tasks. Students will meet or exceed standards associated with each major area.

MYP Reporting on Student Learning

1. Parent Communication, which may include the following:

- Student, teacher, parent meetings are scheduled by need
- Electronic communication, including emails via Canvas, telephone calls, Talking Points texting system, and school and district websites which assure confidentiality

- Grading and assessment policies shared at Back-toSchool-Night
- IB Digital Portfolios shared with parents at Open House

2. Reporting:

- District Report Cards issue quarterly
- Progress Reports issued mid-quarter for students with D or F who risk failing for each subject, excluding Design
- IB Digital Portfolios record progress in each subject area on IB Criterion throughout the year
- Design IB Progress monitoring located on Canvas

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- All students in grade 8 are required to be assessed via a Physical Fitness test mandated by the Department of Education. It measures each student's performance in six fitness tasks. Students will meet or exceed standards associated with each major area.
- Students in grades 6-8 are administered diagnostic tests in language arts and math three times during the year.
- Students also complete Common Formative Assessments in Language and Literature and Mathematics three times yearly, as well as, Individuals and Societies twice yearly.

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