

# Carl Hankey International Baccalaureate 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 International Baccalaureate 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 the extent to which students have mastered essential skills and subject matter content. They are not seen as a final assessment, but as a bridge to further understanding. Summative assessments may take the form of:

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

## **Assessment Requirements**

Carl Hankey International Baccalaureate 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 International Baccalaureate 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.

### **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 kindergarten through fifth, scheduled twice a year by district staff
- Student, teacher, parent meetings scheduled by need
- Electronic communication, including emails, telephone calls, and school and district websites which assure confidentiality
- Optional, by teacher or grade level, weekly folders sent home containing student work
- Open House and Back-to-School events

#### **2. Reporting:**

- Standards-based reporting criteria for grades K-5, using a 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 K-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. Report Cards or Portfolios and Student-led conferences
2. School Loop
3. MYP Rubrics

*Revised 8/2018*



