



Assessment Policy PYP, MYP

Assessment Philosophy

Global Academy of Phoenix staff and students participate in a learning environment that encourages inquiry, problem-solving, and a foundation to become lifelong learners. We believe that assessment plays a key role by enriching the learning process, engaging students in critical reflection, and empowering students to be agentic learners. Global Academy of Phoenix's assessment philosophy directly correlates to the IB and Global Academy of Phoenix mission statements below:

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.

Global Academy of Phoenix's 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.

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Assessment Principles

At Global Academy of Phoenix, we believe that:

- All students can learn;
- Assessment is the ongoing process of monitoring, documenting, measuring and reporting information for and about learning;
- Assessments help monitor the effectiveness of the teaching and learning;
- Assessments provide feedback in order to improve student learning;
- Assessments show evidence of learning for school community and stakeholders alike;
- Multiple forms of assessment are used in the classroom to address varied learning styles;
- Assessments are clear, concise, and grade-level appropriate;
- Assessments assess mastery of the state standards, inquiry, and conceptual learning;
- Assessment is a collaboration between teacher and student to measure, monitor, and adjust methods to maximize learning.
- Teachers, administrators, parents, and students all have access to student grades using Synergy.

Purposes of Assessment

Assessments are critical tools used to:

- Provide information about student learning, to inform teaching practices, and to improve student learning;
- Provide teachers, administrators, families, and students with feedback on the mastery of state standards, inquiries, and conceptual learning;
- Identify what students know, understand, can do, and feel at different stages in the learning process;
- Provide a basis for practice;
- Develop Learner Profile attributes;
- Develop Approaches to Learning Skills.

Responsibilities

Student:

- Collaborate with teachers and peers to offer and accept feedback for improvement and set goals for

next steps.

- Actively engage in self reflection, peer review, and instructional feedback.
- Develop study skills (practice, review, reflect) to further the potential for success.
- Show responsibility by proactively seeking clarification, guidance, and support from teachers, peers, and parents.
- Develop time management skills by adhering to deadlines given by the teachers.
- Take ownership for all lessons, content, and activities in accordance with GAP's level of high expectations.
- Strive to exhibit attributes of the Learner Profile in your school and social life.
- Successfully complete all assessments, formative, summative, and external.

Family:

- Discuss assignments and assessments with students frequently to show support and encouragement.
- Monitor student progress using Synergy ParentVue tools.
- Encourage the completion of homework as a practice/review/extension of the learning.
- Communicate with the teacher if questions or conflicts arise so that they may be addressed in a timely manner.
- Assist your child in adhering to deadlines set by the teachers.
- Support your child, but also allow for productive struggle by refraining from doing the work for him or her.

Teacher

- Actively engage in collaborative time with peers, coaches, and leadership to plan, analyze, and utilize assessment to guide instruction.
- Assign meaningful assessments.
- Ensure the students have adequate time and materials for the assessments.
- Ensure students have had appropriate instruction of, and interaction with, the skill, concept, or standard.
- Provide timely feedback, both written and verbal, on assignments and assessments.
- Work with PLC to assess instructional strategies, complete detailed plans/strategies, prepare appropriate assessments, and conduct data chats to aid in student success.
- Report grades in a timely manner to the Synergy Electronic Gradebook.

- Communicate frequently with students and parents regarding student progress.

IB Coordinator

- Arrange for PLC time to plan, analyze, and utilize assessment to guide teaching.
- Provide training for Approaches to Learning Skills and Learner Profile attributes.
- Support the development of lessons that can be explicitly taught for student understanding of ATL skills, LP attributes and Global Contexts.
- Track unit planner data to determine gaps in learning and attend PLCs to address.
- Train teachers in IB Progress Reports to be given out twice per year.
- Train teachers in scoring using IB objectives and criterion. Head of School (Principal)
- Provide and protect time for collaborative planning, analysis, and utilization of assessments to drive instruction.
- Set reasonable achievement goals.
- Ensure support (intervention groups, academic coach, counselor) is in place for staff and students to maximize their potential for success.
- Help to collect data from external assessments to disseminate to teachers.
- Attend PLCs to review and reflect on lesson plans, and reflection on instructional strategies.

Assessment Design

Assessment is the cyclical process of monitoring, documenting, measuring and reporting information for and about learning. Assessment requires the participation of both students and teachers. Learning goals and success criteria are co-constructed by teams of educators and with input from students. Both process and products are assessed through a variety of methods, outlined in “*Types of Assessments at Global Academy of Phoenix*”.

Types of Assessments at Global Academy of Phoenix

GAP teachers use a variety of methods to gather information about student growth, knowledge, and application of skills.

Pre-assessments activate prior knowledge, provide teachers with information to help guide instructional needs, and engage students in questioning and personal inquiries about topics. Pre-assessments include (but are not limited to):

Quizzes

Conversations

KWL experiences

Provocations

Surveys

Questionnaires

Formative assessments are used on a daily basis at Global Academy of Phoenix to help drive the instruction for the teacher. Formative assessment also shows the students' progression toward mastery. Formative assessments include (but are not limited to):

Group work

Quizzes

Homework

Open-ended questions/tasks Anecdotal records

Classroom observations

Rubrics; student and teacher created Student reflection

Peer and self-assessment

Individual review

Checklists

Competitions

Project based products

Artistic expression

Journals

Observation

Comprehension Checks

Summative assessments are used to give teachers, students, and parents a clear understanding of a student's performance and progress with standards, concepts, and skills taught. They are conducted at the end of a given unit or term of study, and are an opportunity for students to demonstrate their levels of mastery and learning. Examples of summative assessments include (but are not limited to):

Rubrics, student and teacher created Student reflection

Peer and self-assessment

Checklists

Written tests

Presentations

Student portfolios

Performances

Projects

Essays

Competitions

Project based products

Artistic expression

Benchmark Tests

Standards Mastery Tests

State assessments

AZELLA

Grade Reporting

Alhambra Elementary School District holds communication with its stakeholders very seriously. Global Academy of Phoenix (GAP) is no different. GAP uses an electronic grade book, Synergy, to record grades. Teachers, administrators, parents, and students have assigned access to this online grade book. Additionally, Progress Reports go out mid-quarter, Report Cards go out at the close of each quarter, and Parent-Teacher Conferences are held twice per year; once in October and again in January.

MYP students are assessed using the Middle Years Programme Subject Criteria. Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year. MYP progress reports provide summative scores, given for each criterion within each subject area, and reflect a student's level of demonstrated competence of the discipline's objectives. Scores for each criterion are reported as whole numbers, using the 1-8 scale. To provide standardized scoring on criterion-based aims and objectives, teachers analyze criterion tasks and samples of student work on a variety of assessments. Teachers collaborate to design summative assessments, as well as systematically review the process.

MYP Practices for Assessing, Recording, and Reporting

- Students are assessed with the Subject Criteria
- Criteria, provided below, are assessed multiple times during the school year.

- Semester scores are based on multiple assessment tasks
- Grade 6 students are assessed using Year 1 standards
- Grade 7 and 8 students are assessed using Year 3 objectives
- IB rubrics are used to assess teacher (with possible collaboration from students) planned tasks
- Students are provided with the rubrics and criteria before the assessment task is assigned to provide a guide and set the structure for feedback.

Connections to other Policies

Academic Honesty Policy - Students will adhere to the academic honesty policy when completing class assignments, homework, projects, and all assessments.

Inclusion Policy - Teachers will follow the requirements outlined in a student's IEP or 504 plan and the Inclusion Policy when writing or delivering an assessment

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Next Review: September 2025

References

IB Coordinator Support Materials, 2014

Assessment Policy for Kyrene Middle School Assessment Policy for Quail Run Elementary School