



Assessment Policy PYP, MYP

Programme standards and practices

Standard B1.5:

The school develops and implements policies and procedures that support the programme

Standard B1.5c:

The school has developed and implements an assessment policy that is consistent with IB expectations

Standard C2.10:

The written curriculum integrates the policies developed by the school to support the programme

Standard C4.1a:

The school uses the prescribed assessment criteria for each students group in each year of the programme

Standard C4.2:

The school communicates its assessment philosophy, policy and procedures to the school community

Standard C4.9:

The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Community Project

Assessment Philosophy

Global Academy of Phoenix's assessment philosophy directly correlates to the two 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.

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Assessment Principles

At Global Academy of Phoenix, we believe that:

- All students can learn
- Assessments monitor the progress of student learning
- Assessments can determine the effectiveness of the teaching
- Assessments allow for the school community to evaluate their students' progress
- Assessments provide feedback to the school community in order to drive instruction and improve student study habits
- Assessments show evidence of learning for school community and stakeholders alike
- Multiple forms of assessment be used in the classroom to address varied learning styles
- Assessments are clear, concise, and grade-level appropriate
- Assessments assess mastery of the CCRS standards
- Teachers, administrators, parents, and students all have access to student grades using Synergy

Purposes of Assessment

The single most important purpose of an assessment is to support and encourage student learning. Assessments achieve this by providing feedback to the student and teacher. **Assessments aim to identify what students know, understand, can do and feel at different stages in the learning process, and to provide a basis for practice.** Assessments in any form are designed to be indicators of learning progress and measure achievement through the standards, objectives and criteria for each subject group. Assessments are critical tools used to provide teachers, administrators, parents, and students with information to support student learning.

Students at Global Academy of Phoenix are expected to be lifelong learners. Assessment plays a role in this. Assessment helps develop Learner Profile attributes in that in order for our students to be knowledgeable, they need to be thinkers. This critical and creative thinking is monitored through assessments, both formative and summative. Assessments also help develop Approaches to Learning

Skills as they promote research skills, organization skills, reading critically, and working collaboratively.

Types of Assessments at Global Academy of Phoenix

GAP teachers use a variety of testing methods to assess growth, knowledge, and application of skills. Formative assessments are used on a daily basis at Global Academy of Phoenix. The purpose of formative assessments is to help drive the instruction for the teacher. It also shows the students' progression toward mastery. Once a teacher analyzes the formative data, they have a better understanding about whether they should proceed or re-teach, or regroup. Examples of formative assessments are class discussions, pre/mid/post tests, teacher-made quizzes and tests, exit tickets, quick writes, and individual whiteboards.

Summative assessments are given at the end of a given unit. The purpose of a summative assessment is to evaluate mastery of standards, concepts, and skills taught. Examples of summative assessments are projects, presentations, essays, and end-of-the-unit tests. The level of mastery is determined by the outcome and is recorded in Synergy which is an electronic grade book to which teachers, administrators, students, and parents have access.

Students at Global Academy of Phoenix must participate in external assessments, too. Students take interim assessments which are district assessments. These are given every 6-8 weeks and assess standards that mirror the standards that the teachers are teaching at the time (according to curriculum guides). These are to be used formatively as teachers can see the assessment prior to, during, and after the assessment has been given. The teachers analyze the data to determine what needs to be re-taught, whether the DOK level of their own questioning matches, and how effective their teaching of the standards/skills is. GAP students also take the AZMerit standardized assessment in April. This assessment is one that measures the standards deemed most important for students to master within a particular grade level.

Grade Reporting

Alhambra Elementary School District holds communication with its stakeholders very seriously. Global Academy of Phoenix is no different. GAP uses an electronic grade book, Synergy, to record grades. Teachers, administrators, parents, and students have access to this 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.

Homework

Homework is assigned to students throughout the year. The purpose of homework is to reinforce and practice what was taught in class that day. Homework is sometimes used for grade generation, but is mainly used formatively to help the teacher gauge where the students are in their learning of a skill, concept, or standard.

Responsibilities

Student:

- 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 and organizing the due dates in the weekly planner.
- Maintain at least a 2.0 cumulative grade point average in all courses.
- Strive to exhibit attributes of the Learner Profile in your school and social life.
- Successfully complete all assessments, formative, summative, and external.

Parent

- Discuss assignments and assessments with students frequently to show support and encouragement.
- Monitor student progress weekly using Synergy Parent Portal.
- 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.
- Support your child, but also allow for productive struggle by refraining from doing the work for them.

Teacher

- 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 RTL plans/strategies, prepare CFAs, 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

- Provide training for Approaches to Learning Skills and Learner Profile attributes.
- Provide 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.
- Arrange for PLC time to plan and reflect on teaching and assessments (all admin).
- 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)

- Set reasonable achievement goals.
- Ensure supports (intervention, groups, alternate advisory, counselor) are in place for 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 90 day plan, RTL plans, and reflection on instructional strategies.

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

Once approved, the Assessment Policy will be posted to Global Academy of Phoenix's webpage.

Reviewed on 08/14/19
IB Implementation Team
School Administrators

Approved on

Next Review September 2020

References

IB Coordinator Support Materials, 2014
Assessment Policy for Kyrene Middle School