

2019-2020 School Year

This assessment policy is a draft created during the 2018-2019 school year by way of assessment steering committees in all divisions, in conjunction with the pedagogical leadership teams. ASF will implement the policy over the course of the 2019-2020 school year to fine-tune it in order to build cohesion and alignment between divisions. We will make adjustments and solidify the policy by May 2020.



**The American
School Foundation®**

**Upper School
Assessment Policy (2018-2019 Draft)**

ASF Mission Statement

The American School Foundation, A.C. is an academically rigorous, international, university-preparatory school, which offers students from diverse backgrounds the best of American independent education. In all aspects of school life students are encouraged to love learning, live purposefully and to become responsible, contributing citizens of the world.

Purpose

At The American School Foundation, A.C., we believe that assessment is essential in learning and teaching as it fosters and expands understanding, informs and guides instruction and leads to student agency. To this end, assessments should be developed collaboratively by teachers and both teacher and student should be actively engaged in assessing the learning. Feedback to students should be obtained from valid and reliable assessments and must be timely, appropriate in its purpose, delivered in a constructive way and taking the developmental stage of the student into account. We believe that assessment identifies what students know, understand and can do at different stages in the learning process at all ages and provides them with the necessary support and appropriate level of rigor. In order to reach higher order thinking skills, we must develop a range of assessments designed to scaffold learning and teaching. It is continuous, balanced by taking on a variety of forms, provides information to families about their child's progress and allows for the evaluation of current resources and practices.

Principles of assessment K-12

The assessment policy applies to all members of the ASF community, which includes students, teachers, administrators and parents. Being aware of the policies and understanding them is the responsibility of all members of the ASF community. Within the community, there are more detailed expectations for students, teachers, administrators and parents that apply:

Students:

- Demonstrate knowledge, skills, and conceptual understanding through a range of strategies where students can show their learning
- Show and share their learning with others through a myriad of contexts from personal to real-life application
- Reflect and make sense of their learning
- Be familiar with the success criteria of their assessments and to fully understand what they need to do to be successful in partnership with the teachers.
- Use assessments to reflect upon their progress and take the necessary steps to improve
- Complete all assessments to the best of their ability and in a timely manner
- Respect deadlines set by their teachers
- Be familiar with what they are being assessed on and to ask questions when in doubt
- Share the results of their progress with their parents
- Take ownership of their achievements and the learning process to build agency and take action, promote service, employ solutions
- Be prepared for every assessment

Teachers:

- Obtain a clear picture of each students' learning and application of conceptual understanding and ability level
- Consistently identify student's areas of strength and areas for growth, avoid misconceptions and make sound conclusions
- Inform each stage of the teaching and learning process and plan in response to the needs of the students
- Collaborate to build common assessments where necessary
- Communicate the success criteria/rubrics clearly and through Powerschool when appropriate
- Provide timely and effective feedback to the students
- Administer pre-tests or diagnostics to assess student prior knowledge
- Evaluate and grade student work in a timely matter and provide feedback
- Communicate student progress to parents on a consistent basis
- Set clear assessment and deadline dates to students
- Collaboratively design internal assessments with grade level teams
- Create summative assessments that include standards and approaches to learning
- Design formative assessments that set students up for success on the summative assessment
- Create rubrics for all anchor standards
- Create assessments that respond to the needs of all students

Pedagogical Leadership:

- Ensure teachers and parents understand the principles of assessment at ASF
- Inform teachers and parents of any changes to assessment practices
- Provide teachers and students with the appropriate resources for success
- Use the information gathered through assessment to inform curriculum decisions
- In unison with the teacher, communicate any concern to parents regarding academic achievements
- Assess student achievement in the context of every classroom
- Ensure that the assessments used in the school are academically rigorous
- Use internal and external assessments to guide curriculum decisions

Parents:

- Be familiar with ASF's assessment policy
- See and understand evidence of their child's learning and development to be informed about what their child is learning
- Provide support and celebrate their child's learning
- Check Power School Learning on a frequent basis
- Attend Parent meetings scheduled by the pedagogical leadership teams
- Review and understand the assessment tools being
- Communicate with the teacher when assessment concerns arise
- Be aware of assessment dates and times
- Ensure attendance of the child in order to be successful in assessments

ASF Greater Community:

- Connect our mission statement to the students we are educating
- Understand data points that represent our community and the connection to our mission statement
- Assess our curriculum and school needs to allocate resources that will strengthen all learning environments to reach optimal student performance, teacher performance and community

building.

Assessment practices (How do we assess?)

We believe that the teaching and learning process should enable students to learn in the way that best meets their needs and abilities as such three types of assessments are planned for and implemented as part of the process:

- **Assessment for learning:** is the process of deciding where students are in their learning, where they need to go and how best to get them there.
- **Assessment as learning:** engages students in thinking about and reflecting on their own learning.
- **Assessment of learning:** gives teachers clear insight into what students know at the end of a learning period.

Types of assessments , Tools and Strategies for assessments

We believe different types of assessments and a diverse range of strategies and tools are fundamental in checking in on students’ conceptual understanding, knowledge building, and the recording of their learning and abilities.

Assessment Types

Pre/Diagnostic Assessments	Formative Assessments	Summative Assessments
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Our strategies include:

Observations	Anecdotal records	Checklists
Goal-directed tasks	Student reflections	Continuums
Open-ended tasks	Rubrics	Standardised tests and screeners

Early Childhood Center	Lower School	Middle School	Upper School
Primary Years Programme		Middle Years Programme	Diploma Programme
Pre-IPT IPT DIBELS Literacy and Math BAS	PYP Exhibition MAP Testing BAS IPT DIBELS	MAP Testing MS Advanced Placement Math Exam** IPT	MYP Personal Project DP Extended Essay MAP Testing AP Exams IB Exams PSAT, ACT, SAT

Upper School Vision

In Upper School we strive to achieve "Assessment for Learning", empowering students to take on more rigorous challenges, be responsible agents for their own learning, and love learning. In alignment with the IB philosophy we believe that assessment should:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines
- promote positive student attitudes towards learning
- promote the development of critical- and creative-thinking skills¹

ASF Upper School is characterized by offering a variety of programs and course pathways to students in order to prepare them for what follows high school and to achieve success inside and outside of ASF. All graduates of ASF will receive a U.S. high school diploma. In addition to this diploma, ASF programs include the MYP Programme in grades 9 and 10, the full IB Diploma Programme in grades 11-12, IB certificate classes, AP Capstone, AP Seminar, individual AP classes, UNAM, and SEP. We recognize that ASF is many things to many people and want to ensure that we have an approach to learning that serves different pathways students may be interested in. Since many of these programs provide their own sets of criteria to guide assessment, internally and externally, our goal is to establish consistent assessment practices across Upper School regardless of the program to enable an equitable experience for all US students. Greater clarity in how assessment is utilized will provide enhanced student agency, leading to more effective goal-setting, self and peer assessment, and independent learning.

Grades

Grades in Upper School are a reflection of what a student knows, understands and can do at certain stages of the learning process. To this end, students will demonstrate their learning on formative and summative assessments. Formative assessments contribute to a student's overall grade to a lesser degree than summative evaluations. To some extent, all assessment and evaluation "count" towards a student's final grade. However, formative assessment is designed to be lower stakes and afford students opportunities to take academic risks and participate fully in the learning process. It affords the student an opportunity to learn from their errors, correct misconceptions, and thus be prepared for summative evaluations. Summative evaluations occur at the end of a period of learning, whether the learning period comprises a unit or a course of study. The division weighting of formative and summative assessments must be common among all members of the department and transparent to students at the outset of the course of study. Formative assessments are categorized as "assessment as learning," but can also provide invaluable feedback to teachers and offer them opportunities to adjust their own practice and to make adjustments to the pace and method of curriculum delivery, what is described as "assessment for learning."

Student grades are based on a percentage, with 100 being the top grade awarded and 60 being the lowest passing score. A grade of 75 is considered meeting the standard.

Grade Conversion Scales:

All AP and IB summative assessments must be graded using the appropriate conversion scale. These scales are subject to change from course to course as they are based on mark boundaries released by the College Board and the IB. The conversions may also differ from beginning to end of course. Each conversion scale must be published in the course syllabus. A general overview of what our grades mean follows:

¹ MYP: From Principles into Practice, p. 78

Descriptor	IB MYP Grade	ASF Grade
Consistently exceeds standards	8	100
	7	94
Consistently at (5) or above standards (6)	6	87
	5	80
Approaching standards (Needs support to move to the next level)	4	75
	3	67
Consistently below standards (Not prepared to move on to the next level)	2	60
	1	50
No evidence	0	0

Descriptor	IBDP Score	AP Grade	ASF Grade
Consistently exceeds all standards	7	5	100
	6	5	90-100
Consistently meets or exceeds standards	5	4	80-89
Meets standards (knowledge, skills, application)	4	3	75-79
	3	3	70-75
Approaching standards	2	2	60-69

Consistently below standards (not prepared to move on to the next grade level)	1	1	50-60
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Formative Assessment Practices: As mentioned above, formative assessment is assessment for learning. As such, the following practices align to this vision:

- Formative assessment should be used to provide students with feedback on their engagement in the learning process.
- Students should take a formative diagnostic assessment at the start of a course. The diagnostic should be graded and returned to students as well as posted in PS Gradebook but not counted toward the grade
- Students must complete all formative work for a unit in order to be eligible for a re-assessment opportunity or, at the teacher's discretion, to submit a subsequent summative assessment.
- Formative assessment may include: quizzes, outlines, drafts, paragraphs, homework, assessment of oral response in class, exit tickets, etc.
- Not all formative assessment requires a grade, but formative work should never be graded based on completion.
- Teachers will provide formative feedback on student learning at least once per week. This feedback could include engagement in the learning process and formative grades. At least one formative grade should be entered in PS gradebook once every two weeks.

Summative Assessment Practices: As mentioned above, the purpose of summative assessment is to determine the competency or level of achievement at the end of a learning period. To this end, the following are Upper School practices to support assessment of learning:

- All summative assessments must be posted on PS Learning at least a week in advance.
- Students must be provided with a rubric or statement as to the scope of the summative assessment for the summative assessment at least a week in advance. This rubric should be in line with the objectives and requirements of the course. (Ex. AP rubric for AP course, DP rubric for DP course, MYP criteria with task-specific clarification for MYP course).
- All summative assessments must be common and then normed among all teachers of a given course before individual teachers begin grading the assessment.
- All summative assessments must be graded and returned to students within two weeks of the submission date.
- A student should be offered a sufficient number of summative assessments so that a poor performance on a single summative assessment does not unduly affect the final grade for the quarter, semester or year.
- Summative assessments must include a variety of assessment strategies over a semester in recognition that students can demonstrate their learning in a variety of ways.
- Summative assessments must be designed to measure a range of levels of higher order thinking (Blooms).
- All summative assessments must be aligned to program-specific content standards and/or learning criteria.

Late Work Policy for Summative Assessments: Turning work in on time is an essential part of developing organizational and time-management skills. We recognize that there may be times when a student misses a summative assignments in class due to absence. The following policies apply to late summative work:

- In order to assess student learning, summative assessments (tests, projects, papers, etc.) must be completed on time. If a student misses a summative due to absence, he or she will be granted a makeup opportunity for full credit as long as the student has not exceeded six

absences in the class. The student should be prepared to complete the makeup summative the first class period back in school and should speak with her or his teacher before the absence if requesting an alternative time. Arriving at the expected time and then asking for an extension is not acceptable.

- If the summative assessment is supposed to be submitted electronically, then the student is expected to submit it on time even in the case of a physical absence. If a student does not turn in a formative or summative assessment the day it is due, then the student can hand it in the next class period for a maximum of a 50% grade reduction.
- If a student demonstrates a pattern of absence on summative assessment days (2 or more absences to summatives in the same class), then the teacher should report the student to the grade level counselor and the dean of students. Students who demonstrate a pattern of missing school on assessment days may receive up to a 50% grade reduction on the summative and lose their opportunity for a re-assessment.

Reporting Periods

The academic year is divided into two semesters and each semester is divided into two quarters. Each quarter counts as 40% of the overall semester grade, and a semester assessment administered at the end of each semester counts as 20% of the overall semester grade. The quarter grades are comprised of formative and summative assessments with the precise weight of each determined by the department. There are two grade posting dates built into each quarter. These postings serve as communication to students and families regarding a student's progress. It is the responsibility of students and parents to check grades on PowerSchool at these check-point opportunities. No progress reports will be sent home.

Recognizing that learning is a continuum and that students should have multiple opportunities to demonstrate learning, there are circumstances when grades may need to be changed after a quarter has ended and grades have been posted. In these situations teachers will be able to change a quarter grade as long as they are in communication with the academic dean and head of school.

Re-Assessment Policy:

Students are eligible for one re-assessment per quarter provided the following criteria are met:

- All formative work for the unit must be turned in on time. This includes homework, study guides, class work, etc.
- They request and complete the re-assessment prior to the deadline established each quarter.
- The student adheres to the re-assessment process requested by the teacher.
- The re-assessment should result in an opportunity for the student to demonstrate what he or she has learned. Therefore, whatever grade the student earns on the re-assessment will be the final grade for that assessment.