

## **Assessment Policy**

### *Assessment Policy Statement*

At Marymount, assessment is an ongoing process that is integral to learning and teaching and is part of the continuous cycle of curriculum planning, implementation and review. It is a method of gathering information, both formally and informally, which permits teachers to measure student progress against established benchmarks, reflect on their own teaching methodologies and discover what students know and understand, what they have learned, and what they are able to do.

All learners will be expected to demonstrate that they are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, spiritual, and peacemakers.

The results of assessments are recorded by individual teachers and communicated to parents via both formal and informal reporting and conferencing throughout the school year. Follow-up conferences allow students, parents and teachers to collaborate in establishing new goals and guidelines for the growth of each student and realization of each child's potential. Effective assessment is positive and constructive and supports student learning and teaching.

Professional development supports the school's assessment policy and practice.

### *Why do we assess?*

Assessment takes place to support the development of students who are capable, honest, and respectful, and who are prepared both academically and spiritually to be lifelong learners and leaders of tomorrow.

Assessment is used by stakeholders including teachers, students, parents, and administrators to:

- Diagnose starting points and guide subsequent learning and teaching
- Monitor and provide a continuous record of learning
- Identify and address different levels of learning
- Encourage reflective learning by evaluating their own learning and motivating success
- Celebrate achievement or identify the need for intervention and support
- Facilitate progression through grade levels and onto tertiary education
- Verify whether learning outcomes meet curricular goals
- Review teaching strategies and, where necessary, adjust them accordingly
- Provide valid information regarding progress and performance and to plan and review the curriculum.

### *What is assessed?*

- Student learning and development through the assessment of:
  - Knowledge and understanding
  - Process skills
  - Ability to apply, and reflect on, what is known and understood
- Achievement of established learning outcomes
- Pace of learning
- Curriculum and programs, including materials and textbooks
- Effectiveness of teaching methodologies

### *How do we assess at MMI?*

To ensure assessment tools enhance the learning process and student development, a balanced variety of assessment techniques are used. Specific assessments, by grade level and subject, can be found on individual course curriculum maps and documents.

Characteristics of assessment at Marymount include each of the following:

- Both **formative** (measuring progress in a given area over time) and summative (measuring performance in a given area at a certain time) assessments are used.
- **Diagnostic** and evaluative assessment may take place at the beginning and end of a course of study; when students enter the school; and to identify individual learning needs.
- Different learning styles are accommodated, and a personalized approach matches student needs, interests and aspirations to provide a positive and successful learning experience. **Differentiation** helps to meet diverse linguistic, cultural and learning needs of students while at the same time maintaining consistent standards.
- Methods are both **formal** and **informal**, using grades, scores, anecdotal comments (written and verbal) and student reflection as a means of providing feedback.
- Assessment procedures are **criterion based**. Expected learner outcomes and grading standards are clearly **communicated** to students and parents.
- **Authentic** assessment takes place in order to demonstrate meaningful, effective and creative application of essential knowledge and skills. Students are also provided

opportunities to have a voice in assessment and understand their own strengths and limitations through the use of self-assessment.

- Teachers and school leaders collaborate to ensure **consistency** of standards across grade levels and departments. They also consult student records in order to facilitate transitions between schools (EC, ES, MS, HS), classes, and grade levels.
- **Standardized** testing is conducted to measure progress against established norms and is used to inform instruction, programs, and curriculum.

### *Communication and Analysis of Assessment Data*

Assessment expectations, processes, and criteria are communicated to students at the start of a unit of work or specific assessment task.

Grade level and subject area teams work together to determine internal and external common assessments and discuss areas of strength and areas for improvement in instructional practices to enhance the results of student learning.

The results of student assessment inform instructional practice and provide specific and timely feedback for students. Results data from standardized tests, such as MAP tests, PSATs and final IB results are collected and analyzed for trends in student achievement. Assessment data is also analyzed by the school's administration as part of its ongoing commitment to student learning and academic excellence.

Data is collected regarding graduate student university acceptances and entrances.