



**The American
School Foundation®**

Assessment Policy 2018-2020

ASF Mission Statement

The American School Foundation, A.C. is an inclusive and diverse community, offering an international, academically rigorous, university-preparatory curriculum based upon the best of American independent education. In all aspects of life, we strive to be at our best: we love learning, live purposefully, and are empathetic, responsible, contributing citizens in an increasingly interconnected 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. These assessments are ongoing, systematic, varied and provides information to families about their child's progress. As an educational institution, we also use assessment and student achievement data to evaluate instructional resources and practices on an annual basis for continuous improvement.

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

Early Childhood Center

Assessment identifies what students know, understand and can do at different stages in the learning process and provides them with the necessary support and appropriate level of rigor. The assessment of the development and learning of young students is essential. As such, assessment in the ECC is integral in all aspects of teaching and learning. We believe that assessment is used to inform student growth and achievement in both the areas of academics and well-being.

Assessment in the ECC is used to illustrate where students are in their social, emotional, physical and learning process. It uncovers their strengths and areas for growth and indicates their acquisition of grade level concepts and skills as well. Assessment in the ECC is used to indicate the next steps in teaching and as an opportunity for teachers, students and families to work as a team and reflect on the student's learning journey. It is the means by which we measure student learning and development as well as the effectiveness of teaching. We believe that assessment has personal and real life application. When assessment is meaningful and the reason for it is clear to students, they can then apply it to their own work and learning, which leads to agency.

With young learners, it is important to identify the needs of each student and view learning as a continuum - with each student achieving developmental milestones in different but relevant ways. To this end, it is important that ECC students, teachers and families have a clear understanding of what is being assessed, the criteria, and the method of assessment. Prior to selecting or designing the approach, teachers need to be aware of the specific learning outcomes to which they intend to report. In the ECC we use a specific set of curricular standards and PYP learning outcomes to drive instruction, assess, report on and in Kinder 3 to grade in the areas of Mathematics, and English Language Arts. We use a set of curricular standards and PYP learning outcomes to inform, and report on student's social, emotional and physical development.

The PYP Mathematics and Language learning outcomes are used in Kinder 1 to guide instruction. In Kinder 2 the standards from the New York State Prekindergarten Foundation for the Common Core are used to guide instruction in mathematics and language arts, and the Common Core State Standards are used in Kinder 3. In Science, the PYP Science skills and expectations guide the learning in Kinder 1 and Kinder 2, and, the Next Generation Science Standards are used to drive science instruction beginning in K3.

The PYP Personal, Social and Physical Education learning outcomes provide one of the lenses in the ECC, in which, we gather information on student's social, emotional and physical development in all grade levels. In addition, in Kinder 1 and 2 the Approaches to Learning, the Physical Development and Health standards from the New York State Prekindergarten Foundation for the Common Core are used to inform students' in Kinder 1 and 2 and the California Physical Education Standards are used to inform student's development in Kinder 3.

Play-Based Learning

In the early years play is the primary driver for inquiry and through it young learners develop approaches to learning, connect and develop their social, emotional, physical and cognitive abilities. They construct, test, confirm or revise ideas by themselves or with their peers, and as a result adjust their understanding of how the world works. In the ECC we believe it is essential to establish authentic play-based opportunities in which to assess our students' learning process and collect data on their development.

Play involves choice, promotes agency and provides rigorous opportunities for students to inquire and teachers to assess. As grade level teams and specialists create assessments they understand that through a play-based approach, they will have the opportunity to observe as students demonstrate their process, areas of strength and growth as well as their abilities as they actively construct meaning, revisit and revise their learning.

Assessment Tools and Strategies

Through assessment we are able to guide students along the process of understanding concepts, acquiring knowledge, mastering skills, developing attitudes and taking action. It helps to inform continued development, learning and teaching. In the ECC we believe that the assessment of young children is continuous, built into learning activities and takes a variety of forms. Teachers employ techniques for assessing that take into account the diverse, complex and sophisticated ways individual students use to understand and approach learning experiences. We believe that students should be observed in a variety of situations. Therefore, different strategies and tools are used to assess and record students' learning as well as their social, emotional and physical development. The ECC uses two types of assessments to obtain a complete picture of students: internal and external.

Internal Assessments

The goal of our internal assessments is to provide feedback on the development of students' conceptual understandings, knowledge and skills. Assessing student's prior knowledge and experience as well as monitoring their achievement throughout the learning cycle will enable ECC teachers to plan and refine their teaching accordingly and allow students the opportunity to evaluate, synthesize and apply their thinking.

Internal assessments are created or selected for different purposes and are administered at different times during a school year. These assessments are known as pre-assessments or diagnostics, formative assessments and summative assessments.

Pre-assessments or Diagnostic

In the ECC pre-assessments or diagnostics are used to gain a picture of students' ability in specific physical, social, emotional and cognitive areas before introducing a new approach or teaching a new concept or skill. It also underlines other areas of opportunity or strength that students possess. They are selected or designed prior to the start of the school year or trimester, before the beginning of a unit of inquiry or the introduction of a new concept. As a grade level or specialist, teachers design an assessment activity that will give insight into students understanding or approach to a concept or skill they will need in order to access the learning that will take place. The pre-assessment or diagnostic guides the beginning point for inquiry.

The pre-assessment or diagnostic is used to inform students of the current stage of the learning process they are in and to create awareness around their strengths and areas for growth. As a result it will tune them into the next phase in their inquiry cycle. Pre-assessments or diagnostics are used to inform families of their child's entry stage in the process and the growth that will need to take place.

Formative Assessments

Formative assessments and teaching are directly linked. In the ECC they are used throughout the learning cycle to reveal what students already know, can do and how they approach learning experiences. They provide information that is used to plan the next stage in learning. They give ECC teachers the guidance needed to know what to teach, how to improve, and at what point and where to differentiate instruction. Formative assessments are developed or selected prior to the start of a unit of

inquiry or the teaching of a concept or skill by the grade level team or specialist. The creation or selection of the formative assessments are driven by the standards, skills and attributes previously chosen for the concept within the unit of inquiry.

The formative assessment in the ECC is used to inform students of the connections they are making, how knowledge builds, how best they learn and areas of opportunity in their process. As a result it will allow them to plan for their next steps in their learning. Formative assessments are used to inform families of student's learning progress and process and indicate natural ways they can support their child's learning.

Summative Assessments

The summative assessment provides varied opportunities for students to show their conceptual understanding. It is the culmination of the teaching and learning process and gives students an opportunity to demonstrate what they have learned. Summative assessments provide ECC teachers with clear evidence of how students apply and transfer the skills and knowledge, to other areas, connecting new and prior knowledge. They are used as an indicator of the effectiveness of teaching and areas in which teachers can make modifications to their practice. They are created as one of the first steps in developing a unit of inquiry or a learning cycle and are driven by the central idea, concepts, skills and behaviors students will acquire and put into practice. Summative assessments in the ECC are developed collaboratively by the grade level teams or specialist and assess several elements at a time (i.e. pre-selected standards for the unit or learning cycle, approaches to learning, skills, concepts and Learner Profile attributes).

In the ECC the summative assessment is used as an opportunity for students to reflect on what was learned, the connections that were made, their ability to evidence their learning by demonstrating the skills acquired, and how they built upon their knowledge to create something new. Summative assessments are used to inform families of students learning and development over a period of time and where their child is in the learning process and in terms of the benchmarks for the grade level.

Assessment Strategies

Assessment strategies in the ECC cover a broad range of approaches from observations, performance assessments, open-ended tasks to self assessments.

Our young learners are observed often and regularly throughout the learning and assessment process. They are observed as a member of the class or group or individually. Teachers focus on students to gather information for a wide range of data points. As they examine students for assessment purposes they watch to identify what and how the student is thinking and learning, build a clear picture of how the student approaches experiences, and to assess the effectiveness of the environment on the student's learning. Teachers take anecdotal notes on each student that is used to identify their needs, benchmark their development and ways to extend their learning further.

Performance assessments provide authentic and significant challenges for students. In these assessments teachers provide students with an age and ability level appropriate task and students use various techniques to complete the challenge successfully. Performance assessments are complex and intricate, which means that they involve the use of many skills to work through them.

Open-ended tasks are used in the ECC to take a snapshot of students process and development. Teachers provide students with an age and ability level appropriate prompt and they are asked to

create an original response to it. Their responses could take the form of a block structure, role-play, verbal response, drawing or written response.

Students are introduced to the process of self assessment in the ECC, as a way to evaluate and reflect on their social, emotional and physical development, their progress and process in terms of understanding where they are on the learning cycle, where they need to go, how they will get there and what they need. Together with the teacher, ECC students create the criteria for their self assessments. They use the results from the assessment to create personal goals and next steps in their learning.

Assessment Tools

When choosing appropriate strategies, ECC teachers take into consideration which tools are most suitable to that strategy. This ensures that an effective assessment of the learning takes place. Assessment tools to record and collect data on our young learners are varied: checklists, anecdotal records, rubrics, benchmark, student reflections, and continuums.

Checklists are two-fold in the ECC. They provide an efficient method for ECC teachers to check in on elements of students learning or development that should be present. Checklists are used to collect windows of data and make adjustments in teaching. Students use checklists as a way to organize their learning throughout engagements and maintain their focus on the objectives.

Anecdotal records are brief written notes based on observations of students. They contain descriptions of behavior, direct quotes from and dialogue between students. ECC teachers create *short stories* that are used to record significant moments they have observed that relate to the outcomes, skills, concepts and attributes that are being assessed. These records are systematically compiled and organized by ECC teachers. Anecdotal records provide cumulative information on student learning and direction for further instruction.

Rubrics are developed by grade level teams and specialists with an established set of criteria for assessing student work or performance for the summative assessment for the units of inquiry. The rubrics in the ECC are designed using the descriptors from the inquiry cycle as the framework. The criteria for the rubric describes what students should be able to say or do in each phase of the cycle. The criteria for success is shared with the students and families at the beginning of each unit.

Benchmarks are used as a point of reference for ECC teachers to measure student development and achievement in academics as well as well-being. These measures allow teachers to design and assess students with a specific end goal in mind. Benchmarks are chosen by grade level teams and specialists using the standards or learning outcomes

Student reflections play a large role in the assessment of our young learners. They give students the opportunity to express, and demonstrate their thinking and the process by which they acquired their current understandings. With the support and guidance of their teacher, through the reflection process students can identify areas of clarity or areas in which they are unsure of and need more support. This process allows them to revisit, refine and adjust their knowledge.

Continuums are visual representations of stages of learning and development. They show a progression of achievement or identify where a student is on the learning cycle. ECC teachers use continuums to track student growth over longer periods of time. They are created as a division to identify student development and learning in academics, social, emotional, and physical development.

External Assessments

The ECC chooses to measure student growth in reading, numeracy and the acquisition of English language through standardized assessments and screeners to obtain a holistic view of our young learners.

- The Pre-Idea Proficiency Test (Pre-IPT) and Idea Proficiency Test (IPT) are used to evaluate K2 and K3 students' proficiency in English, respectively.
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS Literacy) is used to monitor and assess K3 students pre-reading skills and DIBELS Math is used to monitor and assess their basic math skills.
- The Benchmark Assessment System (BAS) is used in K3 and provides teachers with precise tools and texts to observe and quantify specific reading behaviors. They use that data to plan assessment-informed instruction.

Reporting

Progress Reports

Progress Reports are a summative record of a student's development in their learning journey. These written reports are for families and students and clearly indicate areas of strength, areas for improvement and areas in which families can support the child's learning at home. Through narratives, ECC teachers report on each student's growth and area of opportunity within the strands of:

Self-Concept	Organization for Learning	Mathematical Expression	Phonics
Interaction with Others	PYP Units of Inquiry for Science & Social Studies	Oral Language,	Reading & Writing Readiness

Specialists comment on student achievement in the strands of: Music & Drama, Art and Health & Physical Development. Grading begins in K3. and is based on learning goals in the areas of :

Listening	Speaking	Vocabulary Acquisition and Development	Phonemic Awareness
Phonics	Emergent Reading	Emergent Writing for Language Arts	Counting and Cardinality
Numbers and Operations Base Ten	Operations and Algebraic Thinking	Measurement and Data	Geometry

Progress Reports are sent home three times a year in the months of November, March and June.

Teacher and Family Conferences

Teacher and Family conferences are held twice a year after progress reports are sent home in November and March. These conferences are designed to give families information about their child's progress, development, and needs. During these meetings, time is given to families to ask clarifying questions,

share concerns and along with the teacher-define the family's role in their child's learning process. Family attendance at these conferences are required. Additional conferences to have a more in-depth discussion can be arranged with the teacher, grade-level counselor, Academic Dean or Head of School if required.

Student-Led Conferences

Student-Led Conferences are held in June and during this time students are responsible for leading the meeting with the goal of them building confidence, independence and the critical thinking skills to utilize language to express their learning. They share their learning process with their family through their portfolio. This conference enables families to gain a clear insight into their child's learning journey in various curriculum areas and offers them an opportunity to discuss and reflect on the process with their child. Family and child attendance at this conference is expected with the goal of strengthening family-school partnership. .

Portfolios

Portfolios in the ECC are a collection of selected artifacts that celebrate each students' achievement and learning as well as evidences their growth that takes place throughout the learning process. The portfolios will be presented on paper in a binder during the student-led conferences in June. The work selected is representative of and reflects where students are in their learning development. They showcase student work, the artifacts are selected by the teacher and reviewed by the students to include in their portfolio for each of the four transdisciplinary units of inquiry in K1 and K2 and the five units of inquiry in K3.

Lower School

Assessment Principles

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

In the Lower School assessment is essential for all teaching and learning. Therefore we believe that assessment should be used to inform students of their learning, provide them with timely and effective feedback, and provide them with opportunities to learn and grow. We firmly believe that students should have opportunities to participate in, and reflect on, the assessment of their work. As such, assessment in the Lower School is used to support students throughout the learning process: which begins with the exploration of their personal experiences that allows them to construct meaning; transfer that meaning into conventional representations or shared meaning of a concept; and finally apply the understanding of that concept in real authentic contexts that provide opportunities for students to show their thinking and learning.

The Lower School is an authorized IB Primary Years Programme (PYP) school. As a PYP school, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning. We believe that the purpose of assessment is to promote student learning, provide information about that learning and through this process contribute to the successful implementation of the Programme. Therefore a wide range of assessment strategies and tools, are used to collect information on the elements in the written curriculum. These elements are: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

We use a specific set of curricular standards that are taught, assessed and graded. The set of standards used for Mathematics and Language Arts are the Common Core State Standards (CCSS). The CCSS are a clear set of shared goals and expectations for the knowledge and skills students need in English Language Arts and Mathematics at each grade level to be prepared to succeed. In Science, the Lower School uses the Next Generation Science Standards, which are aligned with the CCSS, and focus on the teaching of content that is integrated with teaching the practices of scientists and engineers. We believe that evidence-based reasoning is the foundation of good scientific practice.

Differentiation of assessment

In the Lower School we define differentiated assessment as *an ongoing process through which teachers gather data before, during and after instruction through multiple sources to identify learners needs and strengths*. Essentially assessment and instruction go hand in hand. Each one complements the other. Effective instruction incorporates assessment within it that allows a teacher to plan the next steps in the learning process - that either moves the learning forward or addresses any issues that come up as a result of the instruction.

Differentiated support is be provided when it is deemed that students needs it. Although our performance expectations are the same for all students, we believe that differentiated assessment has a positive impact on every student and their individual learning. Therefore all students are assessed on the same content with different processes and options available to them that allow the teacher to assess their level of understanding. It is every teacher's goal to ensure that all students learn and to provide them with several opportunities to demonstrate that they meet the standards based on their unique needs. This idea contributes to our acceptance of the tenet that all students deserve a fair opportunity to succeed in their learning.

Teachers employ a variety of differentiated assessment strategies to assess what students know. For example, if a student is being assessed on reading, they may write, draw or dictate the information and are not graded on the delivery but rather on the content. Teachers plan learning experiences that allow all students the opportunity to engage with the content regardless of where they are in their learning. Other differentiated assessment strategies implemented by teachers could include:

- Flexible grouping and regrouping (by readiness, needs, ability or interests)
- Cooperative learning strategies (Think-Pair-Share, Jigsaw, Circle of Viewpoints, etc)
- Setting classroom routines and classroom contracts
- Using choice boards
- Chunking instruction into shorter segments
- Making content accessible and meaningful through different activities (Journal entries, role plays, drawing, using visuals and graphs, etc)
- Making students the experts (appeal to their strengths)

Assessment Tools and Strategies - Types of assessment and how we design them

Assessment of student growth is an essential component of the curriculum, and helps to inform continued development, learning and instruction. Assessing student's prior knowledge as well as progress monitoring their achievements throughout the learning process enables Lower School teachers to plan and refine their teaching accordingly. The Lower School uses two types of assessments to get a holistic profile of each student: internal and external.

Internal Assessments

The majority of assessment in the Lower School is internal and aims to provide feedback to students, teachers and parents on the learning process. Internal assessments in the Lower School are created for different purposes and are administered at different times.

In the Primary Years Programme, students are assessed at different times throughout a unit of inquiry: at the beginning of the unit, throughout the unit as it progresses and finally at the end. These assessments are known as pre-assessments or diagnostics, formative assessments and summative assessments respectively. Each assessment is designed by grade level teams to serve a specific purpose, which are listed below.

Diagnostic or Pre-Assessments

Pre-assessments are developed prior to the beginning of a new unit of inquiry or to the introduction of a new concept by the entire grade level of teachers. The teachers create a 'provocation' activity that assesses the students prior knowledge of a new concept or of the central idea of the unit. The teachers determine, as a grade level, what type of pre-assessment will provide them with accurate information of what the students already know. It is this pre-assessment that essentially 'sets the tone' of the learning and guides teachers through the initial steps of the learning process.

Formative Assessments

Formative assessments are developed and selected prior to the start of a unit of inquiry by the grade level team. The creation and selection of formative assessments is directly influenced by the anchor standards that have been selected for the unit along with the knowledge, skills, understandings and dispositions that will be crucial for students to master in order to be successful on the unit summative assessment. Teachers select sub-standards along with specific skills that are natural prerequisites for success on the anchor standards of the unit that will be formatively assessed through meaningful learning experiences. Formative assessments are also used to assess student understanding of the lines of inquiry and the development of the approaches to learning and the learner profile attributes. All formative assessments are developed and decided upon collaboratively among the grade level team members.

These formative assessments provide information that is used in order to plan the next stages in learning. They are interwoven with learning, and help teachers and students find out what the students already know and can do. They aim to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Summative Assessments

Summative assessment in the Lower School is the culmination of the teaching and learning process and provides students with opportunities to show what they have learned. With the summative assessment, the learning destination has already been designated. Planning of all other assessments and learning experiences are created through backward design from the summative assessment. Summative assessments in the Lower School assess several elements simultaneously (ie. the targeted standards of the unit, learner profile attributes, skills, approaches to learning and conceptual understandings). The summative assessment itself is based on the written and taught curriculum and assesses the students' understanding of the central idea.

The Lower School grade level teams create authentic, real-world summative assessments based off of success criteria from selected anchor standards and essential elements of the PYP.

Students must be able to master and therefore demonstrate success on the anchor standards and the essential elements of the PYP to demonstrate a level of understanding that the Lower School deems to be sufficient. The summative assessment provides a holistic understanding of the central idea.

Students complete a total of six summative assessments throughout the school year - one for each unit of inquiry.

Grade level teams collaboratively develop an assessment strategy together. It essentially outlines what the students are expected to do. The team also develops the assessment tool which contains the success criteria. This is based off of the anchor standards that have been selected for the unit of inquiry, the approaches to learning, the skills they will be required to demonstrate and their understanding of the central idea. All students are required to achieve a level of mastery of all of the components of the summative assessment determined by each grade level team. From this summative assessment, the teams may then develop and decide which formative assessments they will use that will provide them with accurate data on the performance of the students relative to the summative assessment. Summative assessments are authentic and real-world, which means that they imitate what students would encounter in the real-world.

Assessment strategies used in the Lower School take different forms such as performance based assessments, observations, open-ended tasks, self and peer assessments and paper tests.

Performance based assessments are multimodal, which means they are experienced in many ways and therefore require the use of many skills. An authentic challenge is posed to the students, who try different and varied approaches to resolve the challenge successfully. This allows for many different and correct responses.

Observations occur regularly throughout the assessment process. Students are observed as individuals, members of the group and as a member of the class. The teachers observe from different angles to get a more holistic view of each student. Teachers keep anecdotal notes on each student that allows them to consider student learning and growth throughout the learning process.

With open-ended tasks, the students are presented with a prompt and are required to develop an authentic response. It is hoped that through the assessment process that the teacher receives a balanced view of the student.

Teachers employ self and peer assessments, where the students are involved in the process of assessment through reflection and applying of the success criteria to their individual and peer performances. Finally paper tests are also used, less frequently, to assess student progress.

Assessment tools involve developing and recording rubrics, exemplars, anecdotal records, reflections, self and peer assessments, checklists, reading inventories, portfolios, continuums, journaling, student assisted checklists, benchmarks and standardized testing including NWEA/MAP Growth.

Rubrics are developed with the common understanding among teachers that they are the success criteria for the summative assessment and will be communicated to all students and parents at the beginning of each unit. This is done through PowerSchool Learning and added to the classroom page that each teacher manages. This happens a total of six times throughout the academic year.

Assessment exemplars are a tool to guide students to what is valued by teachers in a specific assessment task. In short, they are examples which illustrate, typically, dimensions of quality. Often different quality exemplars are shared to provide students with an understanding of what constitutes excellent, very good, average and poor work.

Anecdotal records are teacher notes used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes set out by the grade level teams. These teacher notes provide cumulative information on student learning and direction for further instruction.

Reflections are a core element of the Primary Years Program and are therefore a large component of student assessment in the Lower School. Reflection is one of the most important parts of the learning process. Students, as the architects of their own learning, are involved in self reflections. The purpose of reflection is to allow students opportunities to build their capacity as learners and to provide themselves with effective feedback that allows them to take responsibility and ownership for their own learning as they plan their next steps.

Self and peer assessment are important aspects of assessment for learning practice. Assessing their own work or that of others can help students to develop their understanding of the intended learning outcomes and the rubrics or assessment criteria. Student success has been directly correlated to their ability to self assess their learning in relation to the assessment criteria.

Checklists are effective tools that keep students organized and on task. Not only do they maintain student focus, but help students develop metacognitive awareness of their own learning process. Checklists are a great tool that help to scaffold this development.

Reading inventories is a way to provide feedback to the teacher, from the student. Students are asked a series of questions: which could be from their feelings about reading to the different types (genres) they enjoy reading.

Each piece of work from the student portfolio comes with a reflection from students. Students articulate their reasons on why they chose to feature a particular work and how this ties to a transdisciplinary theme. Parents are given the opportunity to respond to questions which relate to their child's learning during the student led conference, for example how they demonstrated the IB learner profile or what action they can observe at home that is a result of learning which is going on at school. This creates a dialogue among the school community—teachers, students, and parents—and leads to a more in-depth reflection and goal setting.

Continuums are used to track student growth over much longer periods of time that span grade levels and focus on where the student is in terms of their learning. In this way students are not 'boxed in' by grade level expectations. They are valuable tools that allow students to see how much they've progressed, where they are in their learning and where they are going.

Journaling is the practice of recording on paper a collection of thoughts, understandings, and explanations about ideas or concepts, usually in a bound notebook. Teachers ask students to keep journals, with the understanding that students will share their journal with the teacher. It allows the teacher special insight into the student's thinking, but more importantly provides the student with a record of their learning and thinking, which gives them valuable evidence that they use to inform their next steps in the learning process.

A benchmark is a standard or point of reference against which one can measure or compare actual performance of a student. It is the process of comparing the student to the point of reference, which in the Lower School could be a common core standard, a learning outcome or a comparison of the generation as a whole.

The NWEA/MAP Growth Test is the standardized test which the Lower School uses as its external validation. It is a useful test that is used to compare how are students are doing relative to their counterparts in the United States and other international schools which use the NWEA. This provides the Lower School leadership team and teachers with valuable information about the rigor and validity of our curriculum.

External Assessments

As an IB World School, ASF is not subject to local or national standardized achievement tests in Math, Language, Reading or Science. The Lower School does choose to measure its students' performance over time by using the MAP Growth Test, also known as the NWEA (Northwest Evaluation Association). The MAP Growth test reveals how much growth has occurred between testing events and shows projected proficiency. Teachers can track the growth of their students through the school year and over multiple years. The Lower School tests at the beginning of the year and at the end of the year, which occur during the months of September and April/May respectively.

One particular benefit with using the MAP Growth Test is that it is directly built on the Common Core State Standards (CCSS). This allows students to demonstrate deeper understanding of core subjects, use technology-enhanced items to construct responses, and provide evidence of their learning - all key requirements of the CCSS.

MAP Growth/NWEA scores are currently analyzed according to 2015 RIT (Ready for Instruction Today) normative data. Each strand is then broken down into each particular standard and then children are identified in each group (low, medium, high). Each child is then looked at individually to see where they are having above grade level performance, or below grade level achievement in order to properly differentiate their learning. Whether it is a Math, Language or Reading standard, each student is viewed individually and instruction is specifically geared to address each one.

Grading and Weighting of Assessments

Internal Grades

Internal assessment of educational achievements of a student by the teacher consists of a determination by the teachers of the grade level and progress of the student in mastering knowledge and skills versus the educational requirements derived from the curriculum, and thus the formulation of a grade. Internal assessment and grades are aimed at: informing the student of the level of their achievements and educational progress in this regard; helping the student in independent planning of their development; motivating the student at further work; providing parents and teachers with information about the progress, difficulties and special talents of the student; providing teachers with a possibility of improvement of the organization and methods of their didactic-educational work based on grade achievement across the classroom.

When formulating a student's grades, the following practices are adhered to by all teaching staff throughout the grading process:

- Selected formative and summative grades are recorded into PowerSchool.
- Power School is updated twice per unit of inquiry.
- Formative assessments are worth 60% and summative assessments are worth 40% of the students' grade.
- Every grading period students have two formative assessments and one summative assessment that are mandatory grades.
- Teachers register assignments into Power School based on two criteria - Summative and Formative.
- At least one summative assignment is added into each subject area. Approximately two formative assignments previously decided on by teachers are also included in each area.
- Classwork is registered as formative assessments.
- Power School is used as an online gradebook which allows teachers to input grades in percentages and record specific comments related to assignments and particular performance.

LS Grade Equivalent Table

4	95 - 100
3	80 - 94
2	65 - 79
1	50 - 64

The Lower School also uses a match-up analysis practice between our external and internal assessments to ensure the rigor of the curriculum and the fidelity of the Programme. The results provided by the MAP Growth test are used at the beginning of the year to identify where individual students are in their learning, where their strengths are and their areas for growth. The results are used by teachers to group the students according to their skills and levels in order to differentiate teaching and learning. The data is also used to approximate where the student will need to be for their next assessment and directs teaching to specific needs shown by the results.

MAP/NWEA data is further matched up with the following internal assessments:

- DIBELS in grade 1 is used along with NWEA to provide a more holistic picture of student sound-letter recognition, spelling patterns, reading fluency, comprehension and other early literacy skills. The measures are also consistent with many of the Common Core State Standards in Reading, especially the Foundational Skills. Combined with the NWEA, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress.
- IPT (IDEA Proficiency Tests) which evaluate proficiency in English, are used in conjunction with NWEA by the Language Learning Center for all students from 1st to 5th grade to accurately to determine the proficiency level of a student. It is used to place a student in the right level based on the performance on both tests.
- BAS (Benchmark Assessment System) to provide a more accurate picture of a student's reading level in English. Students as a result may be moved down or challenged more to see how they perform. Different strategies would be implemented to support or extend a student's current reading level.

Reporting

The Lower School reports frequently to parents on the progress of their children through the following mediums:

PowerSchool - This is the school's official grading platform. PowerSchool is a grading communication tool that serves as an online gradebook, which averages student grades, input by the teacher, and communicates progress through the PowerSchool platform. Parents may see percentages, descriptions of each entry and whether or not work done is formative or summative.

PowerSchool Learning - PowerSchool Learning is the direct classroom communication tool used by teachers to communicate everything that is occurring in the classroom directly to the parents. Teachers update their classroom PS Learning pages twice per unit to communicate important events, dates and valuable information to support students in their learning. PowerSchool Learning is the communication tool that the Lower School uses to communicate home learning activities with parents when classes are cancelled for unforeseen reasons.

Report Card - this is sent out quarterly, or four times during the academic school year. The report card communicates the student's academic performance, strengths and areas of opportunity, progress with the approaches to learning and growth in their understanding and application of the learner profile attributes. The report card evaluates the student in the following areas: Math inquiry, Language Arts inquiry, Science & Social Studies inquiry, Mexican Social Studies inquiry, Specialist areas of inquiry (Visual Art, Music & Art & Physical Education) and Personal & Social Education.

Parent-Teacher Conference - Parent-Teacher Conferences occur bi-annually, after the first reporting period and at some point between the end of the second and third reporting periods. It is an opportunity for the teacher and the parents to discuss the report card, the NWEA test and student progress over the current reporting period. Parents are encouraged to come in and take advantage of this opportunity to find out more about their child's learning and to learn how they can support their child at home.

Student Led Conference - An incredibly reflective experience for everyone involved - the student, parents and the teacher. The student is responsible for leading the conference and also takes responsibility for their learning by sharing the process with their parents. The conference involves the student discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher and could be from the student's portfolio. It is the responsibility of the teacher to prepare students by using the approaches to learning.

The Exhibition - In the final year of the PYP, which is grade 5 at ASF, the students participate in a culminating project known as the PYP Exhibition. It is a transdisciplinary inquiry where all students assume an individual and a shared responsibility of it. It is used as a summative assessment activity, which celebrates the transition of the PYP students into the Middle Years Programme (MYP). The exhibition reflects all the major features of the programme. As such, it is assessed both formatively (ongoing) and summatively.

Portfolios

PYP Portfolio

The portfolio is a collection of student selected artifacts that celebrates their achievements and learning and evidences the growth that takes place throughout the learning process.

Portfolios will be presented on paper in a binder from K1 through 3rd grade. Some 3rd grade classes do have the option of maintaining the paper portfolio or using a digital portfolio through Google docs, or a combination of a binder folder with digital elements such as videos, photographs, recorded sound, presentations and so forth. In 4th and 5th grades, all students must be using and developing a digital portfolio.

The student portfolio will be used to present the final selected pieces for the Student Led Conferences which occur in early June in the ECC and in late May in LS, near the end of the school year.

Number of Pieces and Curriculum Representation

The work selected is representative of and reflects where students are in their learning development. It should also showcase student work, in particular work that the students are proud of and want to share with the community. In the Lower School a minimum of 2 pieces of work will be selected to go into the portfolio for each of the units. Students may decide to choose more pieces, provided they meet the requirements of the portfolio as described on the next page.

All the pieces that are included in the portfolio should illustrate the process as well as the product and share the student's learning journey in as many curriculum areas as possible. Furthermore, the work selected should exemplify student progression and growth in understandings, concepts, skills and in the development of the Learner Profile.

Portfolio Requirements:

1. Student selected work included in the portfolio should contain a reflection page completed by the student to the best of their ability.
2. All work selected should be unique to each student. Reflections are to be personalized.
3. All written reflections, as well as student work, should be legible and neat for paper portfolios. The work should be of a quality that meets or exceeds the standards for the grade level.
4. The pieces selected should be grouped together by transdisciplinary unit and in the order that they were worked on throughout the school year.
5. All work selected should contain the date the student completed or was engaged in the work or learning experience.

These points were developed by teachers in 2016-2017

Performance Requirements

Each of the grade levels in the Lower School has specific performance requirements which afford our students opportunities to learn and receive feedback regarding their academic progress. Teachers collect multiple performance assessments throughout the year. The following table shows the benchmark assessments used for specific subject areas within each grade level.

Edited August 15, 2019

BOY - Beginning of Year
MOY - Middle of Year
EOY - End of Year

MAP - Measures for Academic Progress
BAS - Benchmark Assessment System
DIBELS - Dynamic Indicators of Basic Early Literacy Skills

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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Reading	DIBELS BAS (EOY)	BAS MAP/NWEA (BOY & EOY)	BAS MAP/NWEA (BOY & EOY)	BAS MAP/NWEA (BOY & EOY)	BAS MAP/NWEA (BOY & EOY)
Writing	PYP Unit Summative Assessment*	PYP Unit Summative Assessment	PYP Unit Summative Assessment	PYP Unit Summative Assessment	PYP Unit Summative Assessment
Language	DIBELS Being a Reader Spelling Inventory PYP Unit Summative Assessment	Being a Reader Spelling Inventory PYP Unit Summative Assessment	MAP/NWEA (BOY & EOY) Being a Reader Spelling Inventory PYP Unit Summative Assessment	MAP/NWEA (BOY & EOY) Being a Reader Spelling Inventory PYP Unit Summative Assessment	MAP/NWEA (BOY & EOY) Being a Reader Spelling Inventory PYP Unit Summative Assessment
Math	MAP/NWEA (BOY & EOY) Unit Summative Assessment	MAP/NWEA (BOY & EOY) Unit Summative Assessment	MAP/NWEA (BOY & EOY) Unit Summative Assessment	MAP/NWEA (BOY & EOY) Unit Summative Assessment	MAP/NWEA (BOY, MOY, EOY) Unit Summative Assessment
Science & Social Studies	PYP Units of Inquiry	PYP Units of Inquiry	PYP Units of Inquiry	PYP Units of Inquiry	PYP Units of Inquiry
Spanish	PYP Units of Inquiry	PYP Units of Inquiry	PYP Units of Inquiry	PYP Units of Inquiry	PYP Units of Inquiry

End of the year grade level expectations

Grade level teams use performance assessments throughout the school year which assess the grade level expectations. Data is taken from these benchmark assessments of the entire generation of students to discern how students are performing with regards to the expectations as set out in each grade level for the end of the year. The grade level expectations are determined by and taken from the Common Core State Standards for Math, Reading, Writing & Language, the Next Generation Science Standards for Science and SEP requirements for Spanish, along with the PYP Scope & Sequence documents (continuums) of the same subjects.

The Tables below sets out general end of year expectations for each grade from first to fifth relative to the subject areas:

Subject	Grade 1
Reading	<ul style="list-style-type: none"> - Demonstrate understanding of the organization and basic features of print. - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Know and apply grade-level phonics and word analysis skills in decoding words. - Read with sufficient accuracy and fluency to support comprehension. - Instantly recognize an increasing bank of high- frequency and high-interest words, characters or symbols.
Writing	<ul style="list-style-type: none"> - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. - Write informative/explanatory texts in which they name a topic, supply some facts about the

	<p>topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. - Discriminate between types of code, for example, letters, numbers, symbols, words/ characters.
Language	<ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (ie. singular/plural nouns; pronouns; verbs in present and past tenses; using frequent conjunctions, prepositions and articles). - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (capitalize dates, names of people, using periods and commas for listing things). - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Math	<ul style="list-style-type: none"> - Add and subtract within 20. - Understand what equations mean and complete addition and subtraction problems. - Understand that numbers can be added in any order. - Understand place value (Ones and Tens) - Using place value understanding to add and subtract. - Tell and write time to the hour and half-hour. - Order and compare the length of objects - Understand the attributes of 2D and simple 3D shapes and uses them to reason.
Science	<ul style="list-style-type: none"> - Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. - Use materials to design a device that solves a specific problem or a solution to a specific problem. - Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
Spanish	<ul style="list-style-type: none"> - Hacen y contestan preguntas sobre los detalles clave de un texto. - Recuentan cuentos, incluyendo los detalles clave, y demuestran comprensión del mensaje principal o lección. - Explican las diferencias principales entre libros de cuentos y libros que ofrecen información, usando una amplia variedad de lectura en diferentes tipos de texto. - Identifican al narrador del cuento en varios momentos del texto. - Hacen y contestan preguntas sobre los detalles clave en un texto. - Identifican el tema principal y recuentan los detalles clave de un texto. - Leen textos a nivel de grado, con propósito y comprensión. - Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to. - Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba (monosilábicas). - Forman oralmente palabras de una sílaba al combinar sonidos (fonemas), incluyendo combinaciones de consonantes (las, mar, sal). - Distinguen los sonidos (fonemas) de las vocales en palabras. - Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión. - Con la orientación y el apoyo de adultos, se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario.

	<ul style="list-style-type: none"> - Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al primer grado. - Toman en cuenta lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios. - Escriben con letra de molde todas las letras mayúsculas y minúsculas. - Emplean la mayúscula al escribir nombres de personas, lugares, nombres de días festivos (Navidad, Año Nuevo, etc.) y eventos importantes (Cinco de Mayo). - Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación ¡! - Reconocen el acento escrito en palabras sencillas y ya conocidas (mamá, papá, José).
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Subject	Grade 2
Reading	<ul style="list-style-type: none"> - Read with sufficient accuracy and fluency to support comprehension. - Understand sound-symbol relationships and recognize familiar sounds, symbols & words of the language community. - Read texts at an appropriate level, independently, confidently and with good understanding. - Know and apply grade-level phonics and word analysis skills in decoding words (ie. long vs short vowels, decode one and two-syllable words, common prefixes and suffixes).
Writing	<ul style="list-style-type: none"> - Write an increasing number of frequently used words or ideas independently. - Write an opinion piece and use reasons to support it. - Write informative/explanatory texts. - Write short narratives. - Revise and edit writing to strengthen it.
Language	<ul style="list-style-type: none"> - Listen and respond in small or large groups for increasing periods of time. - Use collective nouns, irregular plural nouns, reflexive pronouns, past tense irregular verbs and adjectives and adverbs. - Use correct capitalization, punctuation and spelling. - Uses formal and informal English in appropriate contexts. - Demonstrate an understanding of word relationships and nuances in word meanings.
Math	<ul style="list-style-type: none"> - Uses addition and subtraction within 100 to solve one- and two-step word problems. - Fluently add and subtract within 20 using mental strategies. - Understand place value (Ones, Tens, Hundreds)
Science	<ul style="list-style-type: none"> - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. - Analyze data from tests of an object or tool to determine if it works as intended. - Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. - Construct an argument with evidence to support a claim.
Spanish	<ul style="list-style-type: none"> - Usan la información obtenida de las ilustraciones y de las palabras en un material impreso o texto digital, para demostrar la comprensión de los personajes, escenario o trama. - Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto. - Determinan en un texto, el significado de palabras y frases pertinentes a un tema o material de segundo grado. - Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien). - Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con h, que es siempre muda, excepto en el dígrafo ch, o con las sílabas que, qui; gue, gui. - Siguen las reglas acordadas para participar en conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). - Toman en cuenta lo que los demás dicen en conversaciones, mediante el enlace de sus

	<p>comentarios a las observaciones de los demás.</p> <ul style="list-style-type: none"> - Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando. - Usan sustantivos colectivos (ejemplo: la gente, el grupo). - Usan sustantivos comunes que forman el plural en forma irregular cambiando z por c o el acento escrito a ortográfico (ejemplo: luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes). - Emplean la mayúscula al escribir nombres propios días festivos, marcas de productos, nombres geográficos y sólo en la primera letra de títulos de libros, películas, obras teatrales, etc. - Consultan materiales de referencia, incluyendo diccionarios básicos, según sea necesario para revisar y corregir la ortografía o consultar traducciones. - Decodifican palabras multisilábicas. - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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Subject	Grade 3
Reading	<ul style="list-style-type: none"> - Ask and answer questions to demonstrate understanding of a text and referring explicitly to the text as the basis for the answers. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - Can distinguish their own point of view from that of the narrator or those of the characters. - Can compare and contrast the most important points and key details presented in two texts on the same topic. - Able to determine the main idea of a text and can recount the key details and explain how they support the main idea.
Writing	<ul style="list-style-type: none"> - With adult support, the student can produce writing in which the development and organization are appropriate to the task and purpose. - Can use linking words and phrases to connect opinion and reasons (because, for example, since, therefore). - Is able to write opinion pieces on topics or texts, supporting a point of view with reasons. - Can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Is able to introduce a topic and group related information together and can include illustrations when useful to aid with comprehension. - Can write a concluding statement or section.
Language	<ul style="list-style-type: none"> - Shows command of the conventions of standard English grammar and usage when writing or speaking. - Uses coordinating and subordinating conjunctions. - Can produce simple, compound, and complex sentences. - Can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Can form and use regular and irregular verbs and can use simple verb tenses - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
Math	<ul style="list-style-type: none"> - Can use place value understanding to round whole numbers to the nearest 10 or 100. - Can Fluently add and subtract within 1000 and multiply one-digit whole numbers by multiples of 10 (e.g. 4 x 60) - Can tell and write time to the nearest minute and measure time intervals in minutes. - Is able to understand the properties of multiplication and the relationship between multiplication and division. - Can multiply and divide within 100 fluently. - Understand the concept of area and relate area to multiplication and addition. - Can solve real world and mathematical problems involving the perimeter of polygons.

	<ul style="list-style-type: none"> - Understand a fraction as a number on the number line. - Can recognize and generate simple equivalent fractions. - Can compare fractions with the same numerator or denominator.
Science	<ul style="list-style-type: none"> - Can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. - Is able to make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. - Can make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. - Can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
Spanish	<ul style="list-style-type: none"> - Recuentan cuentos, incluyendo fábulas, cuentos populares y mitos de diversas culturas; identifican el mensaje principal, lección o moraleja y explican cómo se transmite en los detalles clave del texto. - Determinan la idea principal de un texto, recuentan los detalles clave y explican la forma en que apoyan a la idea principal. - Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario. - Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. - Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes hablando con claridad y a un ritmo comprensible. - Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. - Leen textos a nivel de grado con propósito y comprensión. - Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planificación, revisión y corrección. - Presentan un tema y agrupan la información relacionada con el mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión. - Desarrollan el tema con hechos, definiciones y detalles. - Usan palabras y frases de enlace (ejemplo: también, otro, y, más, pero) para conectar ideas dentro de las categorías de información. - Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita al texto como base para las respuestas. - Determinan la idea principal de un texto, recuentan los detalles clave y explican la forma en que apoyan a la idea principal. - Comparan y contrastan los puntos más importantes y los detalles clave que se presentan en dos textos sobre el mismo tema.

Subject	Grade 4
Reading	<ul style="list-style-type: none"> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text - Can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. - Able to compare and contrast a firsthand and secondhand account of the same event or topic - Can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. - Is able to integrate information from two texts on the same topic in order to write or speak about the subject . - The student knows and applies grade-level phonics and word analysis skills in decoding words.

<p>Writing</p>	<ul style="list-style-type: none"> - Can write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. - Can conduct short research projects that build knowledge through investigation of different aspects of a topic. - Is able to introduce a topic clearly and group related information in paragraphs and sections. - Can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. - Is able to develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<p>Language</p>	<ul style="list-style-type: none"> - Is able to consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. - Can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). - Able to paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Can use commas and quotation marks to mark direct speech and quotations from a text.
<p>Math</p>	<ul style="list-style-type: none"> - Can fluently add and subtract multi-digit whole numbers using the standard algorithm. - Is able to multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. - Can find all factor pairs for a whole number in the range 1-100. - Can use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals. - Is able to add and subtract mixed numbers with like denominators.
<p>Science</p>	<ul style="list-style-type: none"> - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
<p>Spanish</p>	<ul style="list-style-type: none"> - Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y para hacer inferencias del mismo. - Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto. - Determinan en un texto el significado de palabras y frases de contexto académico general y de dominio específico pertinentes a los temas o materias de cuarto grado. - Comparan y contrastan la primera y la segunda descripción de un mismo evento o tema; describen las diferencias en el enfoque y en la información proporcionada. - Integran la información de dos textos sobre el mismo tema, a fin de escribir o hablar con conocimiento sobre dicho tema. - Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información. - Ofrecen razones que están sustentadas por hechos y detalles. - Ofrecen una declaración o conclusión relacionada con la opinión presentada. - Presentan un tema con claridad y agrupan la información relacionada con el mismo en párrafos y secciones; incluyen formato (ejemplo: encabezados), ilustraciones y medios múltiples cuando sean útiles para ayudar a la comprensión. - Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema. - Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, relejendo cuando sea necesario. - Determinan en un texto el significado de palabras y frases de contexto académico general y

	<p>de dominio específico pertinentes a los temas o materias de cuarto grado.</p> <ul style="list-style-type: none"> - Consultan materiales de referencia (ejemplo: diccionarios, glosarios, tesauros o diccionarios de sinónimos), tanto impresos como digitales, para determinar o aclarar el significado preciso de palabras y frases clave.
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Subject	Grade 5
Reading	<ul style="list-style-type: none"> - Describe how a narrator’s or speaker’s point of view influences how events are described. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Writing	<ul style="list-style-type: none"> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Language	<ul style="list-style-type: none"> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Draw evidence from literary or informational texts to support analysis, reflection, and research. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - Recognize and explain the meaning of common idioms, adages, and proverbs - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. - Spell grade-appropriate words correctly, consulting references as needed. - Use punctuation to separate items in a series. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Math	<ul style="list-style-type: none"> - Fluently multiply multi-digit whole numbers using the standard algorithm. - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the

	<p>relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <ul style="list-style-type: none"> - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called coordinates. - Understand that the first number of a coordinate indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
Science	<ul style="list-style-type: none"> - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. - Can develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
Spanish	<ul style="list-style-type: none"> - Leer textos a nivel de grado con propósito y comprensión. - Comparan y contrastan la estructura general (ejemplo: cronología, comparación, causa/efecto, problema/solución) de acontecimientos, ideas, conceptos o información en dos o más textos. - Determinan dos o más ideas principales de un texto y explican la forma en que los detalles clave apoyan dichas ideas; hacen un resumen del texto. - Explican la relación o interacción existente entre dos o más personas, acontecimientos, ideas o conceptos en un texto histórico, científico o técnico, basándose en la información específica del texto. - Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural. - Usan una variedad de palabras, frases y cláusulas de transición para manejar la secuencia de los acontecimientos. - Ofrecen una conclusión derivada de las experiencias o acontecimientos narrados. - Encuentran pruebas o argumentos en textos literarios e informativos que apoyen el análisis y la reflexión e investigación. - Aplican los estándares de lectura de quinto grado en la literatura (ejemplo: comparan y contrastan dos o más personajes, escenarios o acontecimientos de un cuento o en una obra de teatro, basándose en detalles específicos del texto [ejemplo: cómo interactúan los personajes]). - Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad. - Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. <p>Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.</p> <ul style="list-style-type: none"> - Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. - Determinan o aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de quinto grado, eligiendo con flexibilidad entre una serie de estrategias.

Division Transitions

The Lower School experiences two transitions of students: the first with students coming in to first grade from the ECC, and the second from grade 5 students moving to the middle school to sixth grade. Prior to the beginning of first grade, students coming from the ECC are primarily 6 years of age and are expected to have the following foundational skills:

Reading/Phonics	<ul style="list-style-type: none"> - Reading independently at Level C - Letter names and sounds (phonological awareness) - Print concepts: book direction; identify start and end of a sentence; able to recognize and form upper and lower case letters - High frequency word recognition: From Fry's first 100 word list they should know 25 to 30 words
Language/Writing	<ul style="list-style-type: none"> - Forming the upper and lower case letters
Fine/Gross Motor Skills	<ul style="list-style-type: none"> - Appropriate pencil grip - Holding scissors correctly - Able to glue correctly
Math	<ul style="list-style-type: none"> - Counting to 20; one to one correspondence - Comparing numbers from 1 to 10 - Writing numbers

Students leaving 5th grade and transitioning to the 6th grade in the Middle School are primarily 11 years of age and are expected to have the following foundational skills:

Foundational Skills & Expectations for Students Entering 6th Grade	
Reading	<ul style="list-style-type: none"> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. - Read with sufficient accuracy and fluency to support comprehension at a grade 6 level. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. - Read and comprehend literature, including stories, dramas, and poetry independently and proficiently. - Determine the main idea of a text and explain how it is supported by key details - Summarizing a text
Language/Writing	<ul style="list-style-type: none"> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Draw evidence from literary or informational texts to support analysis, reflection, and research. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - Recognize and explain the meaning of common idioms, adages, and proverbs

	<ul style="list-style-type: none"> - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. - Spell grade-appropriate words correctly, consulting references as needed. - Use punctuation to separate items in a series. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<p>Math</p>	<ul style="list-style-type: none"> - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. - <i>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</i> - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. - Construct viable arguments and critique the reasoning of others. - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. - Look for and express regularity in repeated reasoning. - Reason abstractly and quantitatively.
<p>Science</p>	<p>PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.</p> <p>PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>PS1-5-3. Make observations and measurements to identify materials based on their properties.</p> <p>PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <p>PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</p> <p>PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.</p>

Accountability for Assessment & Quality Assurance

In the Lower School the legitimacy of the assessments and the grades awarded to students are maintained and upheld by quality assurance processes adhered to by all grade level teams and teachers. It is the responsibility of all teachers to contribute to and participate in this process. The process of maintaining the integrity and quality of assessments and grades includes the following:

- Collaborative planning of formative and summative assessments by all grade level team members.
- Maintenance by all teachers of the written curriculum of the Lower School on the curriculum mapping software - Atlas Rubicon.
- Use of the Common Core State Standards (CCSS) to assess and evaluate content knowledge, skills and understanding of all students.
- Creating assessment tools (rubrics) from the CCSS for entire grade level.
- Communicating the success criteria (rubric) with students and parents at the start of each unit and ensure a clear understanding by parents, students and teachers.
- Provide opportunities for the students to make sense of the success criteria for themselves and to participate in the process of evaluating student work.
- Creation of summative assessment strategies that are fair and provide opportunities to all students to demonstrate their abilities and understanding in various ways.
- Benchmarking throughout the year as a grade level to provide students with effective and timely feedback on their progress.
- Matching up MAP Growth/NWEA results with internal grade level assessments to ensure the rigor and validity of the former.

Collaboration Expectations for Assessment Development

All Lower School teachers are expected to collaborate in the development of all grade level assessments. As a PYP school, all teachers in the Lower School maintain the following requirements when developing assessments collaboratively:

- Assessment planning includes and addresses the IB learner profile attributes.
- Teachers are cognizant of creating assessments that develop and assess the language development of students.
- Collaborative planning is informed through the assessment of student work and learning, which teachers provide to the team.
- Assessments incorporate differentiation for students' learning needs.
- Reflection on the success of assessments as a team occurs regularly and systematically (ie. unit reflections).
- Grade level teachers ensure that they address the essential elements through internally created assessments.
- Grade levels agree upon a range of strategies and tools they will use to assess student learning.
- Grade level teams will meet to analyze assessment data to inform teaching and learning.

Middle School

One of the major goals of middle school is to help students become independent learners. Independent learners are able to take the initiative to apply Approaches to Learning skills in categories such as communication, social, self management, research, and thinking to find success in the classroom. One characteristic of middle school is that students have subject-specific teachers because we are organized into disciplines or subject groups. This means students learn different ways of thinking through eight

different subject groups.

Within each subject group there are four (4) objectives that are evaluated through assessment criteria that represent knowledge usage, skills, procedures, and reflection important for each subject. These objectives and assessment criteria help students to not only learn about a certain subject group but to also think like artists, historians, mathematicians, scientists, authors, designers, and more. Finally, all summative assessments are aligned to one or more of these criteria.

Table 1: Assessment criteria for each subject group

Subject Group	Criteria A	Criteria B	Criteria C	Criteria D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Language and Literature	Analysing	Organizing	Producing Text	Using Language
Math	Knowing and understanding	Investigating patterns	Communicating	Applying math in real-world contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowledge and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science

Grades

As stated earlier in the policy, assessment identifies what students know, understand and can do at different stages of the learning process and as such, grades in the middle school communicate what students know, understand and can do in each of their classes. Although the purpose of assessment is to monitor learning and not to “earn grades,” emphasis is placed on grades because as independent learners we want students to take more ownership in their performance.

Academic grades are calculated using a combination of formative and summative assessments. Grades are determined by student mastery of concepts and skills identified through content standards and objectives.

Grading Periods

It is important for teachers, students, and families to communicate frequently about student achievement so that every student has multiple opportunities to reflect on their performance and make adjustments as needed. In order to address this need, we have built in several points of communication throughout the year.

The academic year is divided into two semesters and each semester is divided into two quarters. Grades from quarter one and two are averaged to calculate a semester one grade and grades from quarter three and four are averaged to calculate a semester two grade. Student grades start over at the beginning of each quarter. There will be at least four (4) summative assessments per quarter in each class (refer to page 4 for more details).

All summative assessments that are due in a grading period will only count toward that grading period. For example, if a project is due in December during Quarter 2, then the scores of that project will be entered for a Quarter 2 grade; the scores cannot be entered in Quarter 3.

There are rare circumstances when grades need to be changed after grading periods close. If this occurs, teachers will communicate with the Head of Middle School and Academic Dean for approval with rationale for why a grade needs to be changed. If the grade change is approved, then the teacher should email the Academic Schedule Programmer in the Student Records Office and copy the student's counselor and academic dean. The teacher will communicate the grade change to the student and student's family explaining the situation.

Grade Updates

We provide many points of communication for students and families so students have the opportunity to reflect on their actions and make adjustments as needed. Along with final quarter and semester grades, there are three grade updates per quarter. These are dates in which teachers make sure grades are up-to-date in the online gradebook and accurately represent current student performance in class. During the second grade update of each quarter teachers will also send out communications to the families of any students that are earning less than a 70%. Additionally, teachers must contact families if a summative assessment is missing or if the child performs below 70%. Email is the preferred way to document this communication.

Should a child not meet standards and expectations, families should refer to the Family Handbook on Academics to understand next steps for the the student and family. The school's pedagogical leadership team will communicate to collaborate with the family.

Grading Scale

As mentioned above, summative assignments are evaluated using MYP Criteria. These rubrics are on a scale of 1-8 that describe levels of achievement; these levels do not indicate a percentage. For example, earning a 4 out of 8 on an MYP rubric does mean a student earned a 50%, the 4 has a specific meaning depending on the subject and criterion and would be described in the rubric. However, grades are entered in the gradebook on a scale of 0-100 in the grade book using the following conversion chart:

(Note: proficiency is set at 75 and mastery is 80.):

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 <i>Needs support to move to the next level</i>	4	75
	3	67
Consistently below standards <i>Not prepared to move on to the next level</i>	2	60
	1	50
No evidence <i>Parents & the counselor must be contacted to support student learning when summatives are missing</i>	0	0

Grade Reporting

Final Quarter grades are calculated using the following weighing scale:

Note: extra credit is not assigned or awarded

- Formative learning activities and assessments: 20%
- Summative assessments: 80%

In compliance with the Mexican Ministry of Education (SEP) grading requirements, semester grades are calculated by averaging the two quarters within that marking period. Starting in January 2020, interested departments may request to use MYP Criterion to score summative assessments within PowerSchool to communicate grades based on a best fit model where scores of 1-8 will be used to communicate skill proficiency.

The weighting of this grading scale was chosen to give more significance to final learning outcomes as measured on a summative assessments, but to still hold students accountable for the formative work that goes into preparing for a summative. The objective is to show the development of these skills, such as meeting deadlines, adjusting to teacher and peer feedback throughout the unit, and relearning concepts has weight in their performance. We feel this weighting system allows students to take risks and “fail forward” during the formative learning activities without diminishing their opportunity to be successful by the end of the grading period.

Formative Assessments

Formative assessments occur throughout the learning process to help students develop that knowledge and skills required to successfully complete the summative assessment. They are sometimes called *assessments for learning* because they are used to provide teachers and students feedback in real time about how well they understand the learning objectives and for students to reflect on what they need to do to continue to develop in a certain class. Formative assessments can take many forms such as teacher questioning during class, quizzes, writing prompts, rough drafts, exit tickets, homework assignments, etc.

Since formative assessments are *assessments for learning*, students will receive feedback. This can be provided individually, in small groups, or to an entire class, but in each case students will have the

opportunity to reflect on their learning and ask clarifying questions.

In order to hold students accountable for approaches to learning skills such as organization, formative assessments submitted late will receive no credit unless due to excused absences as outlined in the Family Handbook.

Summative Assessments

As mentioned previously, Summative Assessments are 80% of students' grades. These are assessments given at the end of a period of learning after students have had ample opportunity to learn, receive feedback from their teachers, and reflect on their learning. This type of assessment can be thought of as *assessment of learning* because it is an evaluation of what a student knows and can do. Summative assessments can take many forms including essays, lab reports, presentations, tests, performances, projects, etc. Teachers of the same grade and subject give the same summative assessments to provide consistency in the curriculum.

Summative assessments are grounded in content standards to guide teachers and students in what to teach and learn and aligned to one or more of the MYP Assessment criteria to guide teachers and students in how to demonstrate understanding. For example, a math test could assess a Common Core standard about statistics (what the students need to know) and be assessed using MYP Criterion A- *Knowledge and Understanding* (how students demonstrate their understanding). See appendix 2 for an example.

Since summative assessments are a large percentage of a student's grade, it is important to evenly distribute the weight of summative assessments as to reduce student stress levels and provide students with more opportunities to demonstrate their learning so one or two assessments do not "make or break" a student's grade. Therefore, each subject has at least four (4) summative assessment opportunities per quarter.

Summative assessments can take many different forms including, but not limited to, a chapter or unit test, an essay, a presentation, a lab report, a video, an in-class writing prompt, etc.

In some cases summative assessments will address multiple MYP criteria and/or content standards. This is useful in the reporting of grades because it provides teachers, students, and families with specific information about student strengths and areas of growth. For example, an essay within a Language & Literature course could be assessed using Criterion B- *Organization* and Criterion C- *Producing Text*. This allows teachers to provide feedback to students about two separate skills (1) how well their work is organized and (2) the stylistic choices within the text. This helps students to identify their strengths and areas of growth with more specificity. Another example could be a math test that addresses multiple Common Core standards. Teachers may choose to report on each standard individually within Criterion A- *Knowledge and Understanding* to provide students with specific feedback about how well they understand each standard so that they are able to reflect on their mastery within math.

When a summative that addresses multiple MYP Objectives and/or Content Standards is turned in or completed at the same time, it counts as one summative toward the four summative requirement even if the criteria are reported separately in the gradebook. This is because it constitutes one "chunk" of learning.

However, one piece of work could address multiple MYP Criteria and count as multiple summative assessments if the assignment is submitted in multiple parts, at different times, and feedback is provided on one part before the next part of the summative is submitted.

For example, lab reports in science can be assessed using two MYP Criteria: B-*Inquiring and Designing* and C-*Processing and Evaluating*. If the entire lab report were turned in at one time, then this would

count as one summative assessment. However, this could count as two summative assessments if one chunk of learning focused on how to design an experiment (Criterion B) and culminated in students submitting the first half a lab report while a second chunk of learning focused on how to analyze and evaluate data (Criterion C) and then students submitted the second half of the lab report to demonstrate this second set of skills. There is a fundamental difference between the two methods because the learning had been chunked into two parts so students had time to learn, practice, and receive feedback on specific skills before moving on to the next portion of the unit.

Logistics about Summatives

Middle school is a complex system because students have multiple teachers, there are A days and B days, multiple teachers for the same subject, and there are many special events throughout the year. In order to provide some stability to the students and help them organize their agenda, the school has some common agreements regarding the logistics of summative assessments:

1. In order to help support students' workload, no more than 3 in-class summative assessments (such as traditional tests) may be given to students in any given school week. However, long-term projects (with due dates of two weeks or more after being assigned) do not apply because we help teach students approaches to learning skills such as long term planning, time management, and breaking large tasks into smaller pieces.
2. All summative assessment dates and deadlines will be posted on Power Learning, the grade level google calendar, and any other pertinent calendar at least a week in advance.
3. Grading students using 0's on a 100-point scale is unrecoverable and does not assess understanding of standards and learning. If a student *attempts* a summative assignment, the lowest score he/she may receive is a 50 because it does not really matter if a student earns a 20, 30, 40, or 50 since all of those grades are lower than the minimum requirements and it is very difficult for a student to recover from a low grade. Teachers are encouraged to use professional judgement to determine if an honest *attempt* has been made.
4. In cases in which there is not enough student work submitted for a teacher to grade, a teacher will post a zero (0) with a "missing" comment until the summative is submitted. See the *Missing/Incomplete* work section of the policy for more information.
5. Rubrics for assessments are *taught, published and distributed* to students at the time the assessment is assigned and returned to students with a grade and feedback in a timely manner. Each MYP criteria (see Table 1) has a general rubric associated with it and teachers use them as a template to create task-specific rubrics that are unique for each assessment. The rubrics from the MYP are written to describe general levels of achievement as to fit any content within a subject group and teachers rewrite them to become task-specific so students know what is expected of them on any given assignment. In addition to MYP Criteria, teachers may add requirements to rubrics regarding other categories such as language usage and professionalism.
6. In order to provide valid feedback to students, teachers norm student work to ensure that students earn the appropriate grades as defined by the rubrics and that an assignment for one teacher would earn the same grade for another teacher.
7. Since all assessments are ultimately tools for learning, all summative assessments are returned to students so they may be reviewed by both the student and their families after they are graded.
8. Students often work in collaborative groups to complete assignments because working with others is an essential skill. However, grades should represent an individual's contribution to the

group and/or final product so at least 80% of a student's grade on a group assignment reflects the skills and/or knowledge demonstrated by the individual.

Summative Assessment Retake Policy

We recognize that learning is an iterative process and sometimes we need more time or opportunities to demonstrate what we have learned. We offer a re-assessment opportunity for students in which students are allowed to retake one summative assessment per class per quarter for a maximum score of 80. In order for students to be eligible for the retakes, a few requirements need to be met:

1. All formative work needs to be completed.
2. Students need to initiate the Action Plan for Reassessment (see Appendix 1) the class period after the summative was returned to the student.
3. Summative assessments that take place during the last week of the quarter will not be eligible for reassessment.

Missing/Incomplete Summatives

Student work can be missing for a variety of reasons including absences from school, failure to submit work, or extenuating circumstances. In order build agency and ownership for learning, It is the student's responsibility to find out what was missed via PS Learning and make arrangements with the teacher upon the day s/he returns to class. Teachers are unable to provide accurate feedback about what a student knows and can do without student work.

If a student is missing a summative assessment for any reason, a score of 0 will be entered *with a "missing" comment*, and the quarter grade will be manually changed to an INC (incomplete) until the work is submitted. The zero and the INC are a way to communicate to students and families that a student is missing a summative assessment and that the student should reach out to a teacher to find out how/when to complete the assessment.

If a student is only absent **the day of the test or assignment due date**, the student should be ready to take the test and/or submit the assignment upon his/her return to school.

If a student is absent **one day prior to the exam or assignment due date**, then it is expected the assignment will be turned in on time and/or the exam taken on the original date.

If a student is absent **two or more class periods prior to an exam or due date**, then s/he will have an equivalent amount of time once s/he returns to submit the assignment or take the exam. This will not exceed one week after his/her return. Exceptions can be made by school administration for students with protracted absences.

If a student fails to submit a summative assignment on time, then teachers will contact parents to let them know of the situation.

If the summative assignment is not submitted on time, the student has one week to submit it with a 20% penalty, but the minimum score is still 50%. After one week, students can submit the assignment for a maximum grade of 50% up until one week prior to the end of the grading period. For example, if a student submits a summative assignment late and earns a score of 87%, the score shall be recorded as 67% with a *late* mark denoting that the assignment was submitted late. If a student submits a summative assessment late and earns a score of 60%, the grade will be entered as a 50% with a *late* mark, as grades may not be awarded below 50%. The comment field should also be utilized to communicate the original score, date of submission and any other pertinent information about the quality of the work. If a student fails to make-up any type of summative assessment a week before the

end of the grading period that the assessment was given, the student will receive a 0 for the summative assessment.

Upper School

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	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	0-60

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).
- 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 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 school year is divided into two semesters. Students will demonstrate their learning on formative and summative assessments. 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. 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.

Although grades are reported periodically to communicate to students and parents the student's progress up until that moment in time, the final semester grade is calculated at the end of each semester according to the following weights:

- The overall accumulation of all formative and summative work during the semester will count 80% of the semester grade.
- The semester exam will count 20% of the overall semester grade.

Grades will be reported at three points during the semester in order to provide students and parents with a snapshot of student learning and achievement at that time. Teachers will post grades on PowerSchool on specific dates each semester. The dates will be communicated to parents via the Monday Parent Bulletin. Direct parent communication will take place for any student at risk of academic probation after

a summative grade posting.

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 semester 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 will have the semester-long period to demonstrate growth and improvement with periods of formative practice and evaluation prior to a summative assessment. For these reasons, students will not be able to request a re-assessment of a summative. In recognition of the fact that one poor summative performance may not be an accurate reflection of what a student knows or can do by the end of the semester, different departments or teaching teams may opt to drop or replace a low summative at the department's discretion.

No Surprises Policy:

Parents are encouraged to check PowerSchool at the published grade posting dates throughout the semester. There are three grade posting points each semester. The dates will be communicated via the Parent Bulletin. Direct parent communication will take place for any student at risk of academic probation after a summative grade posting. Students at risk of academic probation are those who score below a 70 on a summative or whose semester grade is below a 70 at one of the three checkpoints throughout the semester.