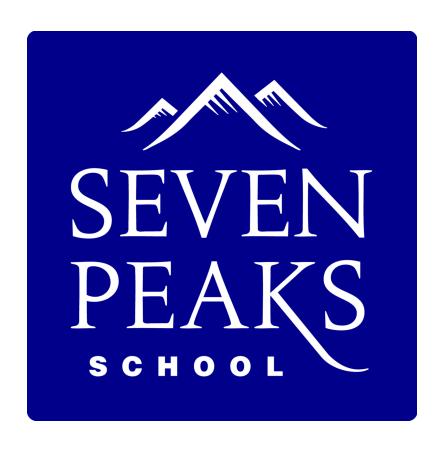# Assessment Policy

Seven Peaks School

International Baccalaureate Middle Years Programme
Authorized School
International Baccalaureate Primary Years Program Candidate
School

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MISSION & PURPOSE

SEVEN PEAKS' MISSION

To inspire a lifelong love of learning in our students.
To enable our children to thrive in a complex world.
To challenge them within a safe and nurturing community.

PURPOSE OF THE ASSESSMENT POLICY

The Assessment Policy is a working document developed by a committee of teachers and administrators from Seven Peaks School (SPS). Consistent with the standards and practices of the International Baccalaureate Middle Years Programme (IB MYP) and Primary Years Programme (IB PYP), this document provides an overview of Seven Peaks' assessment practices. It is closely tied to our school's mission, which is the foundational building block of every aspect of our assessment practices and policy.

Leadership in Rigorous Education

We acknowledge that in order for students to reach their greatest personal potential, they need to be provided with opportunities that challenge them and help them grow. To this end, teachers design authentic, rigorous, and student-centered assessments that promote important skills for twenty-first century learners and leaders. Throughout their units of study, students develop the IB Approaches to Learning skills: thinking, communication, social, research, self management. Students are able to call upon these skills, not only on their formative and summative assessment tasks, but in everyday life, giving them the tools and experiences necessary for success.

Inquiring, Knowledgeable, and Caring Citizens

At SPS, we strive to create opportunities for learning throughout all stages of a unit, including the assessment. By providing students with assessment tasks that encourage continued learning, we promote inquiry. In addition, by involving them in the assessment process, we aim to develop knowledgeable students who care about their education. By teaching students explicitly about learning objectives and assessment criteria, they are well aware of expectations and take ownership of their learning. By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can move to the next level of achievement.

Intercultural Understanding and Respect

Nurturing intercultural understanding and respect among students happens when educators understand and respect the needs of all learners while providing opportunities for exploration in real-world contexts. Appreciating the unique learning needs and language development of each student, we recognize that differentiation is the key to helping all students find success. By providing them with a variety of assessment tasks, we honor the identity of our learners. In addition, through the creation of assessments with real-world contexts, we encourage students to broaden their perspective, promoting international mindedness. At SPS, we see the diversity of our learning community, as well as that of our global community, as a positive resource that can both enrich learning and provide opportunities for students and staff to heighten their awareness and expand their thinking.

RESPONSIBILITIES WITHIN THE SPS LEARNING COMMUNITY

The education of students is a collaborative effort, in which all stakeholders play an important role. Before reviewing assessment practices, it is important to consider the following expectations of each party:

Students are expected to:

- Take responsibility for their learning by seeing assessment as a tool to help learning and focusing on growth mindset
- Provide meaningful feedback to peers
- Regularly reflect and self-assess
- Complete formative work in preparation for the summative assessment
- Know and reflect upon the assessment criteria while completing assessment tasks
- Produce quality work and use the assessment as a way to demonstrate their understanding and grow in their learning
- Submit work that is their own and represents their own efforts and abilities (see *Academic Honesty Policy* for more information)
- Turn in their summative assessment tasks on time
- Advocate for themselves in the event of needing an extension or additional support

Families are expected to:

- Stay informed about their student's academic progress by regularly communicating with their student and the teachers via Canvas, email, and/or office hours and conferences
- Share important information about their student that may impact their academic performance
- Contact SPS teachers, staff, and/or administrative team with any concerns
- Provide feedback regarding their student's educational experience through completion of the family survey
- Check Canvas (SPS' online Learning Management System) regularly for MYP students

Teachers are expected to:

- Plan assessments that are vertically and horizontally aligned throughout the programme to ensure age appropriateness and skill development
- Work collaboratively to design MYP and PYP unit planners, assessments, and task-specific rubrics
- Provide multiple and varied opportunities for students to demonstrate their learning
- Differentiate assessments to meet student learning needs
- Design assessments that fulfill the requirements of the *Assessment Policy*
- Plan assessments using backwards design. (Focusing on the MYP and PYP aims and objectives, as well as the CCSS(Common Core State Standards)/National Standards, teachers create assessments that allow students to demonstrate an acceptable level of achievement of those goals.)
- Use a variety of assessment strategies, tasks, and tools, ensuring that they are appropriate to the learning objectives, the subject area, and the student
- Inform students of summative assessment tasks and expectations prior to assigning summative tasks
- Give adequate time for the completion of assessment tasks
- Provide timely and meaningful feedback to students on assessment tasks

PHILOSOPHY OF ASSESSMENT

Authentic, rigorous, and student-centered assessment:

- Is grounded in real-world application and is appropriately challenging
- Provides multiple opportunities for students to demonstrate what they know, value, understand, and are able to do
- Is designed to assist students' development of Approaches to Learning skills, which are designed to help students learn using all the tools available in the current technological age
- Provides students with opportunities to guide their inquiry and continue their learning

Differentiated assessment:

- Is varied in type and purpose
- Means recognizing and taking into account students with special educational needs (See *IB Inclusion/Special Education Needs Policy*)

Transparent assessment:

- Means criteria are shared with students prior to the assessment, creating awareness of the expectations at all stages of learning
- Provides students with opportunities for reflection, as well as peer and self-assessment
- Enables ongoing communication between students and teachers
- Produces data that promotes content-area, transdisciplinary, and interdisciplinary collaboration among teachers

Giving meaningful feedback means assessment:

- Focuses on both the learning process and learning outcomes
- Aligns with MYP and PYP aims and objectives as well as CCSS (Common Core State Standards)/National Standards of each subject area, informing students and teachers of the level to which learning targets are met
- Provides teachers with data to reflect upon and drive instructional practices
- Provides students with timely and meaningful feedback about their progress and areas of growth

ASSESSMENT IMPLEMENTATION

In order to successfully implement carefully planned assessments, teachers consider the following four principles of good practice.

Affirming Identity and Building Self-Esteem

Valuing the diverse needs of all members of our learning community affirms the development of a positive identity and promotes self-esteem. For this reason, differentiation is an important part of teaching and learning at Seven Peaks School. Differentiation can take many forms and can be found in assessments throughout a unit of study. Teachers adjust the content, process, and/or product to meet the needs of the individual learner.

Valuing Prior Knowledge

Understanding that students possess various amounts of prior knowledge, and even differing viewpoints and/or understandings of the same concept, teachers take into consideration their students' unique background experiences when planning assessment tasks. Through the use of various pre-assessment strategies, teachers can determine whether they need to:

- Bridge a student's experiences with the information s/he is learning in class
- Link the student's past learning in class with new learning
- Build background knowledge in the absence of prior knowledge
- Provide more rigorous tasks for students who have already been exposed to and/or mastered the current learning

In the PYP, we give pre-assessments before a new unit. This ranges from a written test (in math for example) or more interactive pre-assessments to see their prior understanding (such as a KWL).

Scaffolding

SPS and IB strive to develop lifelong learners. However, in order for students to gain independence in learning, there must be a gradual release of responsibility, known as scaffolding. Through scaffolding, teachers help increase student confidence and achievement on assessment

tasks. For example, teachers may scaffold larger assessments, breaking them into smaller, more manageable tasks, ensuring that all learners can accomplish each step that is a prerequisite for the next. In addition, rubrics are distributed prior to the assessment task and are discussed using student-friendly language, particularly in the upper grades. These task-specific descriptors provide students with a clear understanding of the expectations. When possible, exemplars are also made available to students. Finally, teachers provide meaningful and prompt feedback to facilitate student reflection and goal-setting. By purposefully scaffolding assessment practices, teachers at SPS are able to create a ladder of success for all students.

Extending Learning

To take learning to the next level, teachers provide students with authentic experiences that extend their thinking. At SPS, one of our main instructional goals is to provide student-centered classrooms driven by inquiry. To facilitate the achievement of this goal, educators strive to develop authentic assessment tasks that require students to utilize the concepts they have learned and the Approaches to Learning skills they have developed. In addition, teachers aim to create assessment tasks that provide unfamiliar situations in which students can apply their learning in a new context.

ASSESSMENT METHODS

TYPES OF ASSESSMENTS

There are three primary types of assessments that Seven Peaks teachers use to evaluate student progress: formative, summative, and external. Additionally, we have addressed the practice of common assessments in this section. While they are not implemented at Seven Peaks, it is important to understand how this idea fits into the overall assessment format at SPS.

Formative Assessment

Formative assessment takes place throughout courses of study, informing teachers about student learning and guiding instruction. By assessing students' progress in acquiring skills and concepts needed for the summative assessment, formative tasks are designed to prepare students for the summative task.

In the MYP, systematic and extensive feedback on assignments sends students the message that they can, and should, do homework as practice. Homework assignments for students consist of small collections of problems and practiced skills, linked to a learning objective. While firmly rooted in the MYP objectives and the CCSS/National Standards, formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students.

In the PYP, homework scales up gradually starting in intermediate grades, with reading logs and unit projects. Main goals include building responsibility and bridging the gap from school to home.

Summative Assessment

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks strive to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with MYP subject area objectives and CCSS/National Standards, or the PYP transdisciplinary unit (central idea and lines of inquiry) and Common Core standards.

External Assessment: NWEA MAP

NWEA is the external assessment that Seven Peaks uses to measure student growth against a nationally normed group from grades 2 to 8. The Northwest Evaluation Association is a "formative testing system that… gives educators detailed insight into kids' learning" ("The MAP Suite"). Through NWEA, students take the Measures of Academic Progress (MAP) test two times each year. The MAP test is aligned with CCSS in Reading, Language, and Mathematics. It is a computerized, adaptive assessment that responds to the individual student, adjusting the difficulty of the test questions based on each student's response. The results provide teachers with individual RIT (Rasch Unit) scores for each student, allowing teachers to see the progress of each student's learning. Using this data, teachers at SPS collaborate by using differentiation strategies to meet each student where she/he is, while challenging all students to continued learning and growth.

In the PYP, we administer the DIBELS assessment three times a year to measure individual growth and progress in reading development. For selected students, we do progress monitoring throughout the year to track progress more closely. For the early years, we use the ESGI assessment to measure early reading and math skills.

Common Assessments

Due to the small size of our school, common assessments are not necessary because each course is instructed by only one teacher. Despite the lack of need for common assessments, teachers across grade-levels and subject areas work closely together, using collaboration time to:

- Align coursework vertically and horizontally
- Create MYP and PYP Unit Planners
- Design assessment tasks
- Develop task-specific descriptors for MYP rubrics
- Standardize grading practices
- Analyze assessment data

STANDARDS BASED GRADING

At SPS, students are summatively assessed using a standards-based grading model. Standards-based grading involves measuring students' proficiency on well-defined course objectives, specifically the IB MYP subject area assessment criteria, PYP unit content, and Common Core standards. Although many schools adopt standards-based grading in addition to traditional grades, it is a best-practice expectation that standards-based grading replaces traditional point-based grades.

Grades Should Have Meaning

Traditional letter grades can be vague and often do not pass relevant and valuable information on to subsequent teachers, the student, or parents. Due to the nature of the system, letter grades are usually more subjectively given, and it is often difficult to describe the qualitative difference between an A, B, C, D or F.

Grading Practices Should Have Value

The goal is to use a system that is not tied to the inappropriate use of averages. The system must not allow students to mask their level of understanding with their attendance, their level of effort, or other peripheral issues, but instead, challenge students to answer the questions: Do I know this? Can I do this?

Standards-Based Grading Emphasizes What is Important

Standards-based grading enables teachers to get the most from every piece of work students submit. Teachers do not assess student mastery of any objective until they are confident that a reasonable number of students will score proficiently, which means that each assessment has increased value. Therefore, teachers have a more complete understanding of what each student knows than they do with traditional grading.

Standards-Based Grading Helps Teachers Modify and Adjust Instruction

Standards-based grading gives a wealth of information to help teachers adjust instruction. Students can also see much more information about their learning, in multiple areas of learning, within each subject. Standards-based grading reveals that the student has or has not mastered a crucial concept. Exceptional learners can truly be challenged in a standards-based environment because if they show early mastery of fundamental skills and concepts, they can then concentrate on more challenging work that is at a higher level of Bloom's taxonomy or that seeks connections among objectives.

Standards-Based Grading Teaches What Quality Looks Like

The ability to measure the quality of one's own work is a learned skill, and teaching this skill is essential. In order for students to know what quality looks like, they must see examples of proficiency and exceptional standards. Teachers create an environment in which standards can, and must, be met and in which students are not permitted to submit substandard work without

being asked to revise. Information about student performance in areas such as attendance, effort, and homework are still important, and are therefore reported separately from academic achievement.

Table 1.1: Traditional Grading

Student	Homework	Quizzes	Tests	Attendance	Final Course Grade
John	A	B	A	C	B
Sam	B	C	A	B	B
Sue	D	A	A	D	C
Mary	C	C	A	A	B

Table 1.2: Standards-Based MYP Grading

Student	Criteria A: Knowing & Understanding	Criteria B: Investigating Patterns	Criteria C: Communicating	Criteria D: Applying Math in Real World Contexts
John	4 = Meeting Expectations	3 = Nearly Meeting	5 = Exceeds Expectations	4 = Meeting Expectations
Sam	5 = Exceeds Expectations	6 = Exceeds Expectations	6 = Exceeds Expectations	5 = Exceeds Expectations
Sue	4 = Meeting Expectations	4 = Meeting Expectations	7 = Exemplary	4 = Meets Expectations
Mary	3 = Nearly Meeting Expectations	3 = Nearly Meeting Expectations	2 = Does Not Meet Expectations	3 = Nearly Meets Expectations

IB recommends that summative grades do not include scores for formative tasks. In response to this recommendation, formative grades for homework, daily assignments, attendance, class participation, and behavior are reported in a separate section on Canvas and do not influence the students' summative grades.

Additionally, IB does not condone the averaging of summative performance scores. Instead, IB prefers that student assessments are viewed holistically to determine the overall achievement of the student during the term. Canvas (SPS' online Learning Management System) allows each summative score to be reported without averaging the scores.

In the PYP, we focus on the growth and development of every child. Current reports are based on Common Core standards. We report on a spectrum, of 1 to 4:

4 =   Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught

3 =   Student meets expected proficiency level

2 =   Student is approaching expected proficiency level

1 =   Student needs additional support

We look at a range of tasks, assessments, and observations to determine where on the spectrum each child is performing. We focus on goal setting, progress, and then further setting goals. We create written feedback on report cards to give further support and clarification. We use a standardized scale for DIBELS to guide how we translate that data into report cards.

ASSESSMENT MEASURES, TOOLS, AND FEEDBACK

FORMATIVE MEASURES

The following formative assessments are used in various ways in each subject area and are recorded in Canvas:
- Daily tasks leading to summative assessments
- ATL (Approaches To Learning) Skills

In the PYP, feedback is directly given to the child via written or oral means (not via Canvas), such as in writing conferences. We look to evaluate the process over the final product and include a focus on anecdotal notes as well as self-reflection.

FORMATIVE TOOLS

Assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data will also provide feedback to students about their current level of achievement toward the MYP objectives, PYP goals, and CCSS/National Standards. With this feedback, students can reflect on their progress, prepare for summative assessment tasks, and make continued growth.

Formative assessment tools include, but are not limited to:

Teacher tools:
- Warm-up activities
- Exit slips
- Daily work checks
- Homework checks
- Regularly scheduled quizzes
- Qualitative observation
- Formative rubrics

- Checklists/check-off system
- Collection of work samples
- Surveys
- Sharing their work/thinking with the class
- Small group check-ins

Student tools:
- Self-reflection in the form of: rubric based self assessments, journal entries, short essays, charts/graphs of personal achievement of unit objectives. In the PYP, we use tools such as fist-to-five, thumbs up/down, post-it notes, etc.
- Collection of work samples/portfolios

Peer tools:
- Rubric based peer assessment
- Formative feedback in writing
- Kagan structures - pairing students up to support each other (of varying levels)

FORMATIVE FEEDBACK

Methods of providing feedback on formative assessments include, but are not limited to:

Teacher methods:
- Correction of daily work/homework, highlighting the process and product
- Checklists of concepts and skills to inform the student of areas of achievement and opportunities for growth
- Scheduled and/or informal conferences/check-ins
- Rubrics created for formative tasks using IB MYP criteria and CCSS (Common Core State Standards)/National Standards
- Highlighted portions of the MYP rubric to show the student's current performance level
- Written feedback focusing on what the student can do to improve
- Written questions/steps to consider
- Specific feedback/goals/learning targets shared with the student, especially in 1-on-1 settings ("I can ___" goals)

Student methods:
- Self-reflection using rubrics
- In-class correction and reflection on personal daily work
- Record of personal achievement of unit objectives using charts/graphs
- Written/verbal dialogue with teacher
- Canvas (only in MYP)

Peer methods:
- Critiques/evaluations using rubrics
- Informal group evaluations of progress
- Peers give feedback - with questions/comments, two positives and a goal

SUMMATIVE MEASURES

Summative tasks in the MYP are assessed using the IB MYP rubrics. These achievement levels are recorded on Canvas and are not averaged or converted to a percentage so that students can see how they have scored in each subject on all four criteria within the subject.

Table 1.3: MYP Subjects and Criteria

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and understanding	Developing Skills	Thinking creatively	Responding
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language and Literature	Analyzing	Organizing	Communicating	Using language
Language Acquisition	Comprehending spoken and visual texts	Comprehending written and visual text	Communicating	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Community Project (Year 3 only)	Investigating	Planning	Taking action	Reflecting

In the PYP, summative assessments measure a student's understanding of the central idea and lines of inquiry. We provide a range of assessment types so children can demonstrate their understanding in ways they feel confident. We use a variety of tools to measure their understanding, and identify the criteria ahead of time. For example, we use the Lucy Calkins rubrics when appropriate or a classroom teacher will create rubrics or checklists.

SUMMATIVE TOOLS

As previously stated, summative assessments are criterion-based in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area and the criteria being assessed, to determine student achievement levels. Summative assessment tasks, and the expectations tied to them, are discussed with students prior to the assessment through the distribution and study of the MYP rubrics. These rubrics use task-specific descriptors with student-friendly language. When possible, exemplars are also made available to students. At times, students may be involved in the development of task-specific descriptors for the MYP rubrics to aid their understanding of the assessment task and the method of evaluation.

Students are summatively assessed in each subject area against each of the MYP criteria a minimum of two times over the course of the year. Assessment strategies provide a variety of ways for students to demonstrate their learning. Assessment rubrics are used as methods of assessing students during the learning process, allowing teachers to monitor, adapt, and further support learning. They can also be used at the end of a unit to assess a student's level of achievement. When used in conjunction with one another, these assessment strategies present a balanced view of the student.

- **Observation** is a helpful strategy when assessing engagement and skills. Teachers can observe the class as a whole, as well as individual students, while looking at the task from an outside perspective or engaging in the task with the student(s).
- **Selected response** is useful during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be valuable on end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students' understanding and provides students and teachers with immediate feedback.
- **Open-ended tasks** present students with a prompt and allow them to communicate their understanding through an original response. This strategy could take the form of a pre-assessment activity, a discussion (whether a whole-class Socratic Seminar or small group reciprocal teaching), a writing task, or a presentation.
- **Performance tasks** provide students with an opportunity to demonstrate the knowledge, skills, and understanding they have gained in relationship to the learning objectives through performance tasks including, but not limited to: music recitals, speeches, oral presentations, or actively playing a game.
- **Process journals** facilitate student reflection, a crucial part of the learning process. While required in some areas of the MYP, such as the use of process journals in the Arts and the the Community Project, the use of reflective journals in all subject areas is encouraged.

These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.
- **Portfolios** allow students and teachers to compile evidence of learning achievements. Portfolios involve students in reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills.

In the PYP, we use exemplars to guide student learning. We also use assessments within each subject area (reading, math, writing, for example) throughout the unit, but we make sure they fit under the unit of inquiry being studied. We look closely at content versus skills (their understanding of the unit content versus the particular writing or math skill) to clearly communicate their comprehension and performance. We strive to focus on the process and their rationale rather than the correct answer to make sure we meet students where they are, focusing on concept based understanding.

Assessment Tasks

Assessment tasks are summative assessments created by teachers for a particular unit. These tasks may appear in the form of one of the previously mentioned assessment tools. Assessment tasks are aligned with the MYP objectives for that subject area or PYP unit goals, as well as CCSS (Common Core State Standards)/National Standards, and are used for assigning a summative score. SPS teachers aim to create assessment tasks that are authentic, learner-centered, and inquiry-based, so that students can apply their knowledge and skills to real-life situations. The following tasks are designed to prepare our students for increasingly difficult tasks and challenges in their future education.

Table 1.4: Assessment Tasks

Subject Area	Assessment Task Examples	MYP Prescribed Minimums / When They Are Used in PYP
Art (Performing)	- Performing - Audience etiquette - Researched presentation - Composing music - Creating a music video - Analyzing music - Explaining musical techniques - Reflecting on a performance - Reflective listening	- Two pieces of evidence in which the student places his or her own work in the broader context of the art form studied - Two pieces of work that have reached a point of realization and process work that has contributed to this work, assessed as a whole - Two pieces of student reflection and personal evaluations that relate to his or her artistic processes and development at different stages of his or her work

Art (Visual)	• Drawing • Painting • Fused glass • Relief art (copper foil) • Sculpture (paper mache, wooden) • Ceramics (masks, sculptures, and bowls) • Written reflection in process journals on creating art and using feedback to inform artwork	• Two evaluations relating to personal engagement, based on units of work • Process journals • All four criterion addressed twice throughout the academic year.
Individuals and Societies	• Writing essays • Short answer quizzes • Collaborative projects • Presentations/mock trial • Formulating opinions • Creating and explaining political cartoon • Creating a website • Creating a video • Creating historical projects	• An extended writing task, a timed "test," or a choice assignment • All four criterion addressed twice throughout the academic year.
Language and Literature	• Writing essays: informational, narrative, opinion/argumentative • Literary analysis essay • Participating in debate • Persuasive speech • Giving presentations (of varying degree) • Poetry • Creative dialogues	• An essay • A piece of creative writing • A response to literature • All four criterion addressed twice throughout the academic year.

Language Acquisition	● Reading and answering comprehension questions about a story, letter. ● Writing an essay, letter, informational brochure, research paper, etc. ● Answering questions about a music video, chart, promotional video, invitation. ● Oral interview following an oral presentation or an oral conversation based on student creation (scrapbook, invention, etc)	● A reading comprehension task ● A writing task ● A visual interpretation task ● A speaking task ● All four criterion addressed twice throughout the academic year.
Mathematics	● Tests that covers at least 3 areas of mathematics (algebra, geometry, discrete, number sense, data analysis/probability) ● Investigating new properties, formulas, etc. ● Using math skills/concepts to solve a real life problem such as predicting estimated costs/prices, making recommendations based on data/survey, etc.	● A skill-based test ● A real-life problem with written communication ● A mathematical investigation ● All four criterion addressed twice throughout the academic year.
Physical Education	● Performing skills ● Movement compositions ● Completing a written exam ● Exhibiting and recording social skills and personal engagement for each unit	● Two pieces of written work that demonstrate the student's knowledge ● A video of movement composition ● Two videos of performances/skills (assessed twice) ● A social skills and personal engagement evaluation for each unit ● All four criterion addressed twice throughout the academic year.

Science	- Designing and conducting an investigation - Research a problem in which science has been applied and how effective science has been in resolving the problem - Completing a creative project to demonstrate knowledge - Demonstrating knowledge and ability to solve problems using new knowledge on end of unit exams	- A scientific investigation designed by the student and carried out independently - An end-of-unit or end-of-term test or examination - A piece of writing - All four criterion addressed twice throughout the academic year.
Technology	Creating the following: - PowerPoint presentation - Excel spreadsheet - Photo display - Graphics collage - Song digitization - Screenplay - Film editing - Advertisement - Website - Blogs	Each unit must use all the areas of the design cycle including: - Investigate - Plan - Create - Evaluate
PYP (All Subjects)	- Collaborative projects - Responding to text (any form of graphics, videos, etc) - Essays (written responses) - Informational narratives - Opinion/persuasive writing - Presentations - Creating visuals (artifacts, art, multimedia, etc) - Slideshows - Art: murals, posters - Interviews - Tests and quizzes	We use these tools in all subject areas, throughout the year. The goal is to use many of the tools to ensure children have a variety of ways of expressing themselves.

	- Math games - Socratic Seminars - Reflection - Performances - Checklists - Observations	

SUMMATIVE FEEDBACK

Teachers offer written feedback on the MYP rubric throughout the unit, allowing opportunities for revision, by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement. Teachers then record student achievement levels on Canvas. Because Canvas reports in real time, student grades, assignments, and teacher comments can be viewed at any time through the Canvas portal. Additionally, MYP grades are reported to parents during conferences. Students use the feedback recorded on Canvas and on their returned work to develop and reflect on their performance.

In the PYP, we conference with students to give them personalized feedback throughout the unit. On our report card, we give a number grade and written comment based on their summative assessments. These report cards are shared with students and teachers. During office hours and conferences, parents can discuss how their child is doing with teachers. We also provide an opportunity for a student-led conference in the spring as another way for students to share their learning.

COMMUNITY PROJECT

The Community Project is a learner-centered project completed by students in MYP year 3 (grade 8). This project promotes inquiry and helps students exercise their independent learning skills, while putting service into action. Students select topics and products of their own choosing and can work independently or in groups of two or three. Encouraged to focus on their areas of interest, students have the freedom to design a project about which they are truly passionate. Whatever topic they choose, students call upon the concepts and skills they have gained during their time in the MYP to make their project successful. The Community Project requires students to use the Approaches to Learning skills they have developed, specifically in the areas of communication, social development, self-management, research and thinking. Each Community Project team is supported by an assigned coach (a middle school mentor teacher) to help guide them through the process, although a portion of the work is completed outside of class. It is also essential, therefore, that students utilize their organizational skills, especially in regard to time management. As students work on their Community Projects, they keep process journals. This journal, along with the final product, report, and bibliography, are the basis for the Community Project and will be assessed on the four criteria listed above in Table 1.3.

EXHIBITION

In the PYP, we will begin the Exhibition during the 2020-21 school year. It is a culminating project for PYP students, taking place during 5th grade. This project allows them to demonstrate their understanding of the PYP program in a unit-long exploration of a topic of their choice. This is a chance for students to use the Approaches to Learning skills they have developed, as well as demonstrate the Learner Profile as they independently navigate a complex project. The presentations will be open to the Seven Peaks community so all can see this demonstration of learning.

APPROACHES TO LEARNING (ATL) SKILLS

The Approaches to Learning (ATL) skills are a framework to help students develop skills that have relevance across the curriculum to support them in "learning how to learn." They are not awarded grades in the IB subject areas. However, subject-area teachers, and homeroom teachers, provide various forms of feedback on students' development of these skills. The ATL skills also serve as a platform for self-reflection during student-led conferences and individual student-teacher conferences throughout the year. The ATL skills include: Communication, Social, Self-Management, Research, and Thinking.

ACCESS TO ASSESSMENT INFORMATION

ACCESS TO SCHEDULED ASSESSMENTS AND RESULTS

In order to form a cohesive team, dedicated to educational pursuits, it is necessary to keep families and students well-informed. Tools include:

Posted Grades: The skill of organization is important for students. To facilitate the development of this skill, students in MYP years 1-3 (grades 6-8) are provided with an online LMS, Canvas, to view formative and summative assessment tasks, along with the due dates and missing assignments, and to help develop time management skills. Understanding that education is a cooperative effort, family involvement is imperative. Therefore, family members are expected to check their student's progress on Canvas frequently, communicate with their students about deadlines, and regularly conference with teachers.

Conferences: Conferences are held during office hours or by request for each subject area teacher.

In the PYP, report cards are where students and families see the results of assessments. We also host learning culminations for families and other students and staff to see the children's learning. Finally, we email parents updates throughout the year between conferences to keep them up to date.

ACCESS FOR CARE STUDENTS

The families and teachers of CARE students receive communication through Canvas, regular CARE team meetings, and parent-teacher conferences. (See: Inclusion/Special Needs Policy) In the PYP program, we send home CARE progress updates once a quarter.

ACCESS FOR ENGLISH LEARNERS

The families of students who receive English Learning support receive report cards to inform them of their student's performance in English Learning classes. (See: Language Policy)

CONTINUED EDUCATION FOR STAFF

IB TRAINING

At least one teacher in each subject area has attended one or more IB MYP workshop trainings, with the exception of new staff, who will attend trainings as soon as is reasonably possible. Most teachers have been trained through Category 2, and some have received training through Category 3. These workshops provide helpful information about the objectives and assessment criteria for each subject area. Teachers learn invaluable information regarding assessment design and standardization of grading practices.

Each PYP teacher is given an official IB training, either online, at school, or at a workshop, in addition to informal training throughout the school year, led by the PYP coordinator.

COLLABORATION

Our staff participates in professional development that provides them the opportunity to receive training specifically in the following collaborative efforts: curriculum planning, inquiry, instructional delivery, communication related to data and day-to-day interactions, and implementing digital tools for authentic professional collaboration and communication. Utilizing the techniques taught, teachers and support staff are able to more effectively work together during their regularly scheduled collaboration time. This allows teachers to discuss strategies, share ideas, plan curriculum, differentiate instruction, design authentic assessment tasks, and standardize grading practices.

POLICY CREATION PROCESS

The Assessment Policy was originally created by a committee which consisted of Administrators, two Language and Literature teachers, a Language Acquisition teacher, a Humanities teacher, two Mathematics teachers, and the IB MYP Coordinator. The work of the committee was informed by publications from the IBO, and was developed with the help of the Assessment Policy model from Prairie Seeds School in Brooklyn Park, Minnesota. The committee met several times, following an agenda aligned with the MYP Standards and Practices tied to assessment. Staff members were made aware of the policymaking process through regular updates of the meeting agenda items.

When the PYP was added to Seven Peaks, a new committee was formed to update the policy. The committee consisted of the IB PYP coordinator, Learning Specialist, three classroom teachers, and one specials teacher. This work was then shared with the rest of the primary staff and any necessary edits were made.

POLICY REVIEW PROCESS

Every three years a committee will be assembled to perform a complete examination of the Assessment Policy. The committee will include, but is not limited to, a representative from at least three different subject areas, several primary teachers, the IB MYP and PYP Coordinator, and a member of the Academic Administrative Team. The purpose of the committee will be to study the current document to ensure its accuracy toward meeting IB MYP and PYP standards, as well as the CCSS.

If changes arise in the years between formal reviews, specifically in regards to MYP: The Next Chapter, PYP requirements, new CCSS/National Standards, and research-based pedagogy that impact assessment practices at SPS, a committee will be formed to make the necessary changes to the Assessment Policy.

The implementation of the Assessment Policy, in all classrooms at SPS, will be reviewed by the IB Pedagogical Leadership Team (which consists of the Head of School, Associate Head of School, the IB MYP and PYP Coordinators, and a few teachers), as part of the teacher observation process.

COMMUNICATION OF ASSESSMENT POLICY TO SPS COMMUNITY

The Assessment Policy is shared with staff, families, and students in a variety of modes of communication. Staff members learn about the Assessment Policy during specific collaboration times set aside for policy study. We host informational meetings at the beginning of and throughout the school year to help inform our parent population. In addition, the Assessment Policy is highlighted during IB Informational nights and community events, such as Back to School Night. The policy is available on our website in written English form. We are working to develop a Spanish translation of the policy, which will allow assessment information to be accessed by a broader range of families.

REFERENCES

"The MAP Suite." NWEA, www.nwea.org/the-map-suite/.

Subject-specific MYP objectives, along with State/National Standards are included in each unit planner document and are the basis for assessments.

Semester Grades

MYP achievement levels are translated into a semester course grade for each of the 4 criterion in every subject. If, for example, criterion A, has been evaluated 3 times over the semester the teacher will make a professional average that best represents the student's achievement level at the end of the semester.

Establishing Prior Knowledge

Prior knowledge can be established through the use of various pre-assessment strategies. Teachers may also use this as an opportunity to build background knowledge and/or connect current learning to past learning.

Differentiation

Learning styles, abilities, and needs are taken into consideration throughout a unit of study.

Formative Assessment

Formative Assessment tasks are found throughout the unit. Formative Assessments provide students and teachers with data so adjustments to teaching and learning can be made, thereby helping the student improve his/her future performance on the summative assessment.

Summative Assessment

Summative Assessment tasks occur at the end of a unit and provide students and teachers with information about students' achievement level in regards to the MYP objectives and State/National Standards.

Semester Grades

MYP achievement levels are translated into a semester course grade for each of the 4 criterion in every subject. If, for example, criterion A, has been evaluated 3 times over the semester the teacher will make a professional average that best represents the student's achievement level at the end of the semester.

IB MYP Mark

Students receive the MYP rubric with their achievement level once their summative task has been assessed.

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Seven Peaks School is an authorized school for the Middle Years Program and a candidate school for the Primary Years Program. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.

For further information about the IB and its programmes visit http://www.ibo.org.