



**CARROLLWOOD
DAY SCHOOL**
Education with Character

IB Assessment Policy

The Carrollwood Day School Assessment policy aims to create a structure for the community throughout the PYP, MYP, and DP. Teachers and administrators have developed this policy to provide consistency in purpose, principles, and practices of assessment. The policy is reviewed every year by stakeholders.

Purpose for assessment:

- Supports and encourages effective teaching and learning.
- Reflects intercultural dimensions of the programmes.
- Determines the learners' levels of understanding, using both formative and summative assessment.
- Must meet the needs of students at particular ages and stages of development.

Principles of assessment:

- Is key to planning, teaching, and learning.
- Practices are clear to all members of the community (teachers, parents, and students).
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

Assessment practices:

- Teachers will use various assessment strategies and tools to provide feedback on the learning process.
- Teachers will report assessments with report cards, parent-teacher conferences, student-led conferences, and anecdotal records.

Primary Years Programme

- Authentic assessment will be used in conjunction with other forms of assessment, such as standardized tests, to assess the elements of the PYP (Knowledge, Concepts, Skills, and Action).
- Teachers will assess the many ways students make use of their experiences.
- Observations, rubrics, exemplars, anecdotal records, checklists, continuums, photographs, videos, and student portfolios will be used to record students' responses and performances as a means of authentic assessment.

Digital Portfolio requirements: Our school philosophy is constructed around the understanding that the portfolios are utilized to show growth over time for students, teachers, and parents. We do believe that the main stakeholders are our students. Therefore, the portfolio consists mostly of student choices with reflections. The following is required to be uploaded into the portfolio: one piece of work from the six units of inquiry at the discretion of the student, one writing and one math sample at the discretion of the teacher, along with one sample from Spanish, art, music, computer, Maker Lab, music and physical education. PreK 3, PreK 4, and Kindergarten will include a sample from the four units of inquiry.

- Background knowledge Assessment will assess students' prior knowledge of the studied unit. According to the results, teachers will accommodate students' knowledge by modifying or enriching content.
- Formative assessments will assess students' understanding of the learning goals and will drive the content of future lessons.
- Summative assessments will assess the conceptual understandings within central ideas.
- Student self-assessments will reflect their development of an understanding of the units of inquiry, including the central idea, lines of inquiry, and learner profile. Students will focus on skill development and goal setting. Early years student assessment relies more on oral and visual communication rather than written.
- Student lead conference focuses on grows and glows of subject areas, learner profile, and approaches to learning. The approaches to learning, self-management skills, are also assessed in conjunction with Responsive Classroom strategies.
- Peer assessment will assess students' learning process, understanding of concepts, and reflection on the learner profile development and approaches to

learning.

- Specific Assessment examples include:
 - Measures of Academic Progress (MAP) testing-1st-5th grade
 - High Scope Assessments-Pre-Kindergarten 3, Pre-Kindergarten 4
 - Directed Reading Assessment (DRA) Kindergarten-5th grade
 - IRLA 3rd-5th grade
 - Variety of web-based assessments- IXL Diagnostic, FASTT Math
 - Being a Reader, Being a Writer, and Making Meaning assessments
 - Dimensions Math Assessments

Local Reporting

- Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests (MAP) to assess student performance and basic skill levels.
- Weekly progress reporting to parents with anecdotal feedback
- Three parent-teacher conferences progress reports with one student-led. Teachers will write anecdotal comments to parents providing feedback on approaches to learning and attributes of the learner profiles in conjunction with the units of inquiry and subject area progress.
- Map testing sent twice a year
- Two-semester report cards will indicate an A-NI (Needs Improvement) scale for 4th, 5th, for Prek-K3- 3rd use a developmental scale CD (Consistently Demonstrating), DV (Developing), NI (Needs Improvement).

Middle Years Programme

Teachers will organize relevant assessment and reporting procedures according to the objectives of the programme.

Formative Assessments

- Formative assessments will assess the on-going learning in the classroom.
- A variety of formative assessments will be used including exit tickets, quizzes, self-assessments, discussion groups on Schoology, and anecdotal feedback.
- Teachers may choose to drop the lowest formative grade or allow the student to complete another assignment to replace it.
- In years 1 and 2, formative assessment is weighted 20% of semester grade. In Years 3-5, formative is weighted as 15% of semester grade.

Summative Assessments

- Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides.
- Teachers will incorporate multiple forms of assessments that are

adapted to the learning objectives for each subject.

- o Each summative assessment will include the application of at least one Approaches to Learning skills.
- o Summative assessments will be accepted up to 2 weeks after the due date in middle school and 1 week in Upper School. Summative assessment is a measure of understanding of criterion.
- o Each criterion strand will be assessed at least twice a year.
- o Rubrics, exemplars, anecdotal records, checklists, continuum, and portfolios will be used to record students' responses and performances as a means of authentic assessment.
- o Summative assessments not turned in on time must be completed by the end of the unit or within two weeks of the due date. Summative assessments may have a formative assignment associated with it to serve as a deadline grade.

- o **MYP Criterion:**
 - Teachers will assess summative assessments using the MYP criterion and Strands in each subject group: A, B, C, D.
 - Teachers will provide feedback on each criterion strand assessed and provide feedback forward.
 - Students will keep track of their criterion development and understanding using this sheet or another similar format. [Student Criterion Sheet](#)
 - Teachers will use the MYP conversion scale to assign a grade in Schoology.

- o **Standardization:** When the same course is taught by more than one teacher, the co-teachers will standardize assessments at the beginning of the year to agree on common understanding of the course and continue to standardize on an on-going basis. In addition to this, each year subject areas standardize across grades 6-10 sample pieces of work and develop a clear understanding of the application of the criterion in each year.
- o **Digital Portfolio Requirements:** Students will upload 2 pieces of work a year to their Schoology portfolio. One will be teacher choice and one student choice for each subject area.

Local Reporting

- Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests (MAP, PSAT, PreAct) in order to assess student performance and basic skill levels.
- Report cards will indicate an A+- F Scale.

- Twice a year teachers will write anecdotal comments to parents providing feedback on Approaches to learning skills and development of the MYP criterion.

MYP Grade Conversion

| Letter | MYP Score | GPA | Number | MYP Descriptor |
|--------|-----------|-----|--------|---|
| A+ | 7/8 | 4.3 | 97-100 | <ul style="list-style-type: none"> ● Produces high-quality, frequently innovative work. ● Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. ● Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| A | 6 | 4.0 | 93-96 | <ul style="list-style-type: none"> ● Produces high-quality, occasionally innovative work. ● Communicates extensive understanding of concepts and contexts. ● Demonstrates critical and creative thinking, frequently with sophistication. ● Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| A- | 5 | 3.7 | 90-92 | <ul style="list-style-type: none"> ● Produces generally high-quality work. ● Communicates secure understanding of concepts and contexts. |

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|----|---|-----|-------|---|
| B+ | 5 | 3.3 | 87-89 | <ul style="list-style-type: none"> ● Demonstrates critical and creative thinking, sometimes with sophistication. ● Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations |
| B | 4 | 3.0 | 83-86 | <ul style="list-style-type: none"> ● Produces good-quality work. ● Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. ● Often demonstrates basic critical and creative thinking. ● Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations |
| B- | 4 | 2.7 | 80-82 | |
| C+ | 3 | 2.3 | 77-79 | <ul style="list-style-type: none"> ● Produces work of an acceptable quality. ● Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. ● Begins to demonstrate some basic critical and creative thinking. ● Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| C | 3 | 2.0 | 73-76 | |
| C- | 3 | 1.7 | 70-72 | |

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|----|---|-----|----------|---|
| D+ | 2 | 1.3 | 67-69 | <ul style="list-style-type: none"> ● Produces work of limited quality. ● Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. ● Infrequently demonstrates critical or creative thinking. ● Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| D | 2 | 1.0 | 63-66 | |
| D- | 2 | .7 | 60-62 | |
| F | 1 | 0.0 | Under 60 | <ul style="list-style-type: none"> ● Produces work of very limited quality. ● Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. ● Very rarely demonstrates critical or creative thinking. ● Very inflexible, rarely using knowledge or skills. |

Diploma Programme

Use of Diploma Programme Assessment Criteria

Each of the Diploma Programme classes base their assessment on the assessment models used by IB in both their internal and external assessments. Internal assessment criteria, markbands, analytic markschemes and assessment objectives are utilized by teachers in the planning, development, implementation and marking of both formative and summative assessments. These models differ between subjects but best practices as defined by IB are implemented within each classroom.

Assessment is afforded through fair, meaningful, and consistent opportunities for students to demonstrate their mastery of concepts and skills. A wide range of formative and summative assessments includes: multiple-choice style quizzes and tests, short and extended responses, essays, research papers, projects, explorations, class discussions, group and individual oral presentations, individual oral commentaries, multimedia presentations, performances, problem solving teams, group critiques, historical and cultural investigations, experimental investigations, sketchbooks, investigation workbooks, studio work, fieldwork, response journals, and reflection logs. An accurate measure of the student's true achievement is continuously sought to inform teaching and learning.

Differentiation occurs when necessary for students to demonstrate their understanding. Multiple intelligences are applied to formative assessments to foster critical and creative thinking. Emphasis is placed on inquiry - based learning.

Ongoing class discussions and private conferences take place throughout each course. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts and learn how to judge the quality of coursework against well-defined criteria.

Recording and Reporting Assessment

CDS uses the Learning Management Systems (LMS) Schoology and Veracross. Teachers record grades in Schoology, which provides online access to students and parents. In addition, teachers record quarterly comments and semester grades in My Backpack. Both written and oral marks affirm progress, diagnose needs, evaluate achievement, and assist in accountability.

In each DP classroom, assessments are marked using the IB marking style based on criteria or markbands with the final marks being determined by the IB Grade Descriptors for the individual subjects. These marks are shared with both students and parents and used in an adapted form for the final CDS grade. Parent/teacher conferences are scheduled twice a year, and during these conferences student development and achievement levels are discussed.

The DP coordinator determines the retention of students in the program based on final grades and teachers' recommendations. The student's status in the course is reviewed during each semester.

Standardization of Assessment

CDS utilizes IB assessment criteria, markbands, mark schemes, and rubrics as specified in each of the subject guides. These are shared with students and parents at the beginning of each course and this process is continued throughout the course. The assessment tools are applied to both formative and summative tasks. Where more than one teacher is teaching a DP class internal moderation takes place to ensure the standardization of marks for that subject.

Summative results are analyzed and assist in shaping formative assessments. Students complete a sufficient variety of assessments in order to maximize their opportunity to demonstrate their knowledge. The quality of assessments completed is consistently measured against clearly established standards.

Formative and summative tasks may range according to the subject area. The frequency of both formative and summative assessments varies with each subject area and is based on unit-specific demands. The final evaluation is based on cumulative achievement.

Carrollwood Day School is an independent IB continuum school whose only Diploma Programme assessment requirements are IB examinations. CDS does participate in national assessments through the use of PSAT, SAT, and/or ACT testing.

DP Grade Conversion

| Letter | DP Score | GPA | Number | DP Descriptor |
|--------|----------|-----|--------|--|
| A+ | 7 | 4.3 | 97-100 | <ul style="list-style-type: none"> • Demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. • Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. • Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. • Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view. |
| A | 6 | 4.0 | 93-96 | <ul style="list-style-type: none"> • Demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. • Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. • Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. • Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding. |
| A- | 5 | 3.7 | 90-92 | <ul style="list-style-type: none"> • Demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. • Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is |
| B+ | 5 | 3.3 | 87-89 | |

| | | | | |
|----|---|-----|-------|---|
| | | | | <p>evident, although responses may at times be more descriptive than evaluative.</p> <ul style="list-style-type: none"> • Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. • Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding. |
| B | 4 | 3.0 | 83-86 | <ul style="list-style-type: none"> • Demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. • Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. • The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. • Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. • Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding. |
| B- | 4 | 2.7 | 80-82 | |
| C+ | 4 | 2.3 | 77-79 | |
| C | 3 | 2.0 | 73-76 | <ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. • Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. • Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. • Responses lack clarity and some material is repeated or irrelevant. • There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding. |
| C- | 3 | 1.7 | 70-72 | |
| D+ | 3 | 1.3 | 67-69 | |

| | | | | |
|----|---|-----|----------|---|
| D | 2 | 1.0 | 63-66 | <ul style="list-style-type: none"> ● Demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. ● Evidence of research and/or investigation is only superficial. ● There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. ● There is very little creativity, awareness of context or audience and little evidence of intercultural understanding. |
| D- | 2 | .7 | 60-62 | |
| F | 1 | 0.0 | Under 60 | <ul style="list-style-type: none"> ● Demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. ● Ability to comprehend and solve problems or to express ideas is not evident. ● Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. ● Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding. |

Resources:

PYP:

PYP: From Principles into Practice, IBO

Making the PYP Happen, A curriculum framework for international education, IBO

Sample Assessment Policies from the following schools:

Caldwell Heights Elementary School, Lincoln Elementary Magnet School

MYP

MYP: Principles into Practice (Published May 2014 Updated September 2014, September 2017, April 2021; “Principles of MYP assessment”, “Reporting student achievement” and “Appendix 3: MYP command terms”.

MYP Subject Guides

DP

Diploma Programme: From principles into practice (For use from August 2015)

Guidelines for developing a school assessment policy in the Diploma Programme

Assessment principles and practices—Quality assessments in a digital age

DP Subject guides

This policy will be reviewed on an annual basis by the staff as facilitated by the IB Coordinators

Last reviewed March 2022