



## Fairview High School Assessment Policy

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### Purpose

The purpose of the Fairview High School Assessment Policy is to help inform decision-making with curricular content, from both the perspective of teachers and students. The assessment policy serves as a guideline for students, families, and staff.

### Context / Philosophy / Rationale

Evaluation and assessment are important parts of the educational design cycle. At Fairview, teachers use assessments to inform instructional decisions, and use assessments in both a summative and formative way. In short, student performance marks (grades) *help achieve* and *reflect* mastery of content. Teachers develop assessments with particular skills and content in mind, and plan instructional activities to promote students' mastery of those goals.

At Fairview, we recognize that good assessments are focused on developmentally appropriate, enduring, and essential content/skills. Good assessments are valid indicators of what students know and are able to do, and are authentic to the learning experience. Additionally, good assessments are often conducted with multiple experiences over time, to increase reliability.<sup>1</sup>

### Purpose and Types of Assessment <sup>2</sup>

Different types of assessments have different purposes and provide different information. Pre-assessments are diagnostic in determining students' readiness regarding learning objectives. Analysis of pre-assessment results shapes teachers' lesson plans and informs them on how they might differentiate learning for each student. *Formative* assessments are done regularly during instruction and are used to assess students' progress. Results of formative assessments allow teachers to provide meaningful feedback to students, as well as determine what further actions are needed to promote student growth. *Summative* assessments are given at the end of the learning and reflect the essential and enduring knowledge that students have achieved. Most of the curriculum and assessments are created collaboratively by a team of teachers who teach the course, so all students can meet the same standards and learning objectives.

In order for students to demonstrate understanding and mastery of learning objectives, formative and summative assessments may come in a variety of formats. These may include portfolios, projects, discussions, Socratic seminars, research papers, performance assessments, oral questioning, laboratory practicums, reports or essays, or an assortment of tests and quizzes. Rubrics are frequently used to focus learning and for assessing and reporting student achievement objectively and measurably. Rubrics are also used for student self-assessment, as well as to establish learning goals over the course of instruction. Additionally, students are encouraged to choose their own means of demonstrating mastery to their teachers, and to reflect upon their learning progress.

<sup>1</sup> *Discovery Canyon Campus Assessment Policy*, Revision, 2014.

<sup>2</sup> Content largely adapted from *Discovery Canyon Campus Assessment Policy*, Revision, 2014.



## Standards and Objectives

Learning objectives come from a variety of sources: BVSD Learning Standards, Colorado Academic Standards, Common Core State Standards, College Board, and International Baccalaureate Organization (IBO). In addition to classroom assessments, students are required to take a number of standardized assessments given to different grade levels over the course of the year. These assessments include: Colorado Measure of Academic Standards (CMAS), Colorado ACT, Scholastic Aptitude Test (SAT), Advanced Placement (AP), and IB diploma program (DP) assessments. Most of these tests are scored by external entities. The IBO, however, requires both internal and external assessments. Teachers in the IB program at Fairview receive training to use rubrics provided by IBO, and internal assessment scores are moderated outside of the school to assure inter-rater reliability. Regular IB exams are scored externally by the IBO.

## Accommodations

Fairview recognizes that some students with disabilities require educational plans and accommodations to meet standards and learning objectives in the classroom. For these students, educational teams are assembled to thoughtfully determine and document appropriate accommodations needed to access instruction and assessment. These accommodations begin in the classroom and are utilized on assessments if they have proven to be successful and are permitted. They are *not* given to students to provide an educational advantage, used to reduce learning expectations, or replace instruction of the standards. All decisions are made and documented in a formal educational plan according to applicable district, state, and federal guidelines. Please see the Fairview Inclusion/SEN Policy for amplifying details.

## Homework

Homework is an integral tool for learning and effectively utilized by most Fairview teachers. Homework is used to encourage student self-discipline, independence, and responsibility, while increasing academic achievement, promoting lifelong learning and allowing for expansion of the curriculum.<sup>3</sup> Individual academic departments and teachers are allowed to set their own, more specific, policies; however, all homework engagements are to align with these basic principles:

### Practice Homework<sup>4</sup>

Practice homework provides students with the needed review and reinforcement necessary to learn a previously taught lesson. Examples of practice homework include: solving a series of problems after studying specific mathematics concepts, writing a reaction paper after studying a specific period of history or reviewing foreign language vocabulary after being introduced to new words.

### Preparation Homework<sup>5</sup>

Preparation homework helps students prepare for the next class session and/or preparing for an exam. Examples of preparation homework include: reading an assignment and writing questions for class discussion, viewing Khan Academy videos or reviewing notes and materials to study for an exam.

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<sup>3</sup> *Discovery Canyon Campus Assessment Policy*, Revision, 2014.

<sup>4</sup> *Definitions of Homework, Types of Homework, and Ratings of the Importance of Homework Among Psychologists With Cognitive Behavior Therapy and Psychoanalytic Theoretical Orientations*. *Journal of Clinical Psychology*, 66(7):758-73, July 2010

<sup>5</sup> *Ibid.*



### **Extension Homework** <sup>6</sup>

Extension homework guides students as they expand upon concepts taught in class. Examples of extension homework include: rewriting a story in Modern English and in modern context after reading a piece of literature written in another century, or reading a book and reporting to the class.

### **Creative Homework** <sup>7</sup>

Creative homework includes analysis, synthesis and evaluation. This type of homework is inventive and resourceful, since students develop their own ideas related to a class topic and share those ideas with the class. Examples of creative homework include: create a political cartoon that addresses a topic being covered, construct a miniature castle, plan a trip to China, develop a log of experiences or map the excursion, build a balsam bridge that supports at least twenty pounds.

### **Assessment Policy as it relates to Language Policy, Inclusion/SEN Policy, and Academic Honesty Policy**

It is acknowledged that achieving aims with an assessment policy, there must be synergetic effort done in concert with other supporting policies. Since the purpose of the Fairview High School *Language Policy* is to provide a plan for language acquisition success, teachers will make reasonable efforts to ensure language accommodations are consistent with assessment goals. Similarly, it is reasonable that students who require special education needs (as articulated in the Fairview *Inclusion & SEN Policy*) will require appropriate assessment accommodations. Lastly, the core of effective assessments, formative or summative, is that they are completed with honesty and integrity. This means that students fulfill assignments in the manner in which they are intended. The Fairview *Academic Honesty Policy* articulates a wide range of rules and guidelines for students and teachers, as well as parents, to follow. The policy also outlines a series of typical scenarios that bring important context to academic integrity issues.

### **Courses That Lead to Exams**

Fairview offers many classes that serve as capstone courses (the last of a series, e.g. IB English HL, 12<sup>th</sup> grade which is the final course of four years of study). When a student takes one of these capstone classes, it is expected that he/she will take the associated IB and/or AP examination as the culminating event of the course. Costs for exams will be paid by individual students, except where scholarships are requested. No student will be denied access to an exam based on ability/non-ability to pay for fees.

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<sup>6</sup> *Definitions of Homework, Types of Homework, and Ratings of the Importance of Homework Among Psychologists With Cognitive Behavior Therapy and Psychoanalytic Theoretical Orientations.* Journal of Clinical Psychology, 66(7):758-73, July 2010

<sup>7</sup> Ibid.



## Works Consulted and Footnoted

*Academic honesty in the IB educational context.* Cardiff, Wales: International Baccalaureate Organization, August, 2014.

*Assessment principles and practices—Quality assessments in a digital age.* International Baccalaureate Organization, 2013.

*Definitions of Homework, Types of Homework, and Ratings of the Importance of Homework Among Psychologists With Cognitive Behavior Therapy and Psychoanalytic Theoretical Orientations.* Journal of Clinical Psychology, 66(7):758-73, July 2010.

*Discovery Canyon Campus Assessment Policy.* Revision, 2014.

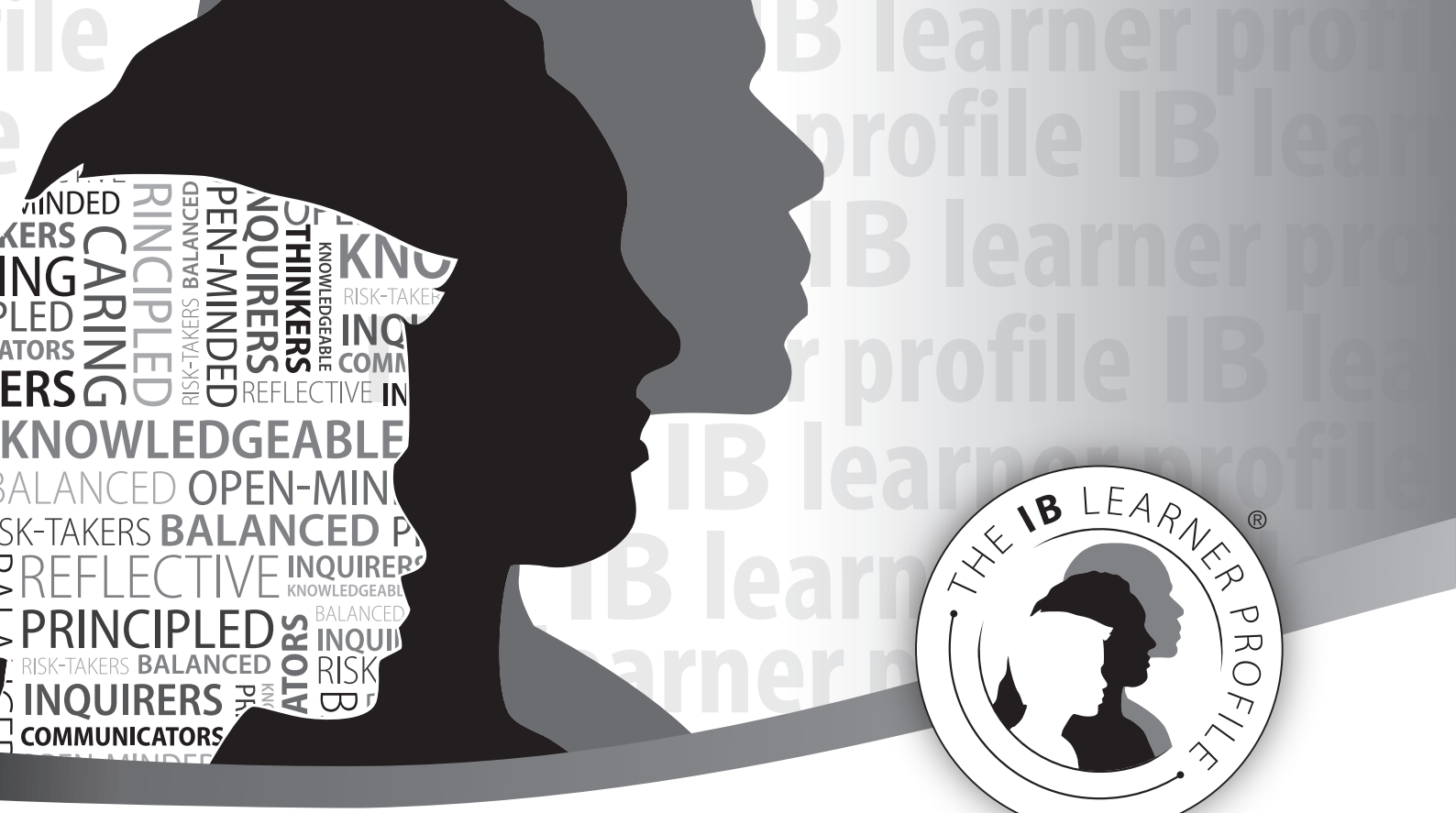
A fair amount of content from this document was incorporated into the Fairview assessment policy, especially within the Standards and Accommodations sections. Use of material authorized.

*IB Learner Profile.* Cardiff, Wales: International Baccalaureate Organization, 2013.

*International Baccalaureate Organization. Diploma Programme Assessment procedures (formerly Handbook of procedures),* 2018. Available at [www.ibo.org](http://www.ibo.org). (Accessed Jan, 2018)

*Thornton High School IB World School Diploma Programme Assessment Policy.* Revision, January 2016.





# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.