Paso Verde
Assessment Policy

Philosophy

Assessment is an essential tool in the planning, teaching, and learning cycle. It is an ongoing process that informs teachers, scholars, and parents of scholars' academic knowledge, conceptual understanding, and skills developed through learning. Through assessment stakeholders form an understanding of the essential elements of the Primary Years Programme and Middle Years Programme. Assessment guides and improves our instruction, so it must be frequent, varied, and ongoing. Data is continuously gathered and analyzed to drive the instruction based on the needs of our scholars. Self-reflection allows scholars and teachers to reflect upon learning and the learning process. All stakeholders are provided with meaningful feedback and feedforward from multiple perspectives (self, peer, adult) through assessments that inform the next steps in the learning process.

This policy was created in collaboration with the educational community to align with the International Baccalaureate assessment philosophy and is shared with our learning community through our school handbook and website. This policy will be reviewed annually through a process that includes opportunities for faculty reflection and feedback. Revisions will be made by the pedagogical leadership team based on the feedback gathered from stakeholders. The learning and teaching community have a shared agency within assessment (responsibility of assessment). Scholars and teachers use feedback to clarify and support stated outcomes in accordance with IB Philosophy.

IB Four Dimensions of Assessment	
Monitoring Learning Monitoring learning is checking the progress of learning against personal learning goals and success criteria on an ongoing daily process.	**Documenting Learning** Documenting learning is a compilation of the evidence of learning, which can be physical, digital, or other.
Measuring Learning Measuring learning aims to capture what a scholar has learned at a particular point in time.	**Reporting Learning** Reporting learning informs the learner and the learning community: - How well are we doing? - Describes the progress and achievement of the scholars' learning. - Identifies areas of growth.

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Monitoring Learning: Different types of assessment are used to monitor learning and inform teachers, scholars, and parents of scholars' knowledge, understanding and skill development at different stages of the learning process.

Types of Assessments		
Pre-Cycle Assessment (Formative)	**Mid-Cycle Assessment (Formative)**	**End-Cycle Assessment (Formative and Summative)**
- Class discussions - KWL charts - Questionnaires - Pre-Tests - Journal Writes - Thinking Maps - GoMath Pre-Tests - Reflection on background knowledge - Visible Thinking Routines - Other	- Teacher observations - Discussions with scholar(s) - Self-assessments - Peer assessments - Anecdotal notes - Checklists / Rubrics - GoMath Midpoint check - Math Exit Tickets - Thinking Maps - Journals - Writing prompts - Reflections on learning - Visible Thinking Routines	- Inquiry Reports (various forms) - Explanations - Presentations - Projects - Evidence of Learning - Thinking Maps - GoMath Performance Tasks and Chapter Tests - Math Exit Ticket - Wonders Weekly Assessments - StudySync Unit Assessments - IAB (Interim Assessment Blocks - ICA (Interim Cumulative Assessments) - CAASPP (California Assessment of Student Performance and Progress) - Writing Performance Tasks - Reflective journal writing
Forms of Assessment Reflection and Feedback		
Teacher to Scholar	Scholar to Self	Scholar to Scholar (peer)

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Measuring Learning: These are the tools and strategies that teachers and scholars collaboratively use to gather data and measure learning.

Assessment Tools and Strategies	
Assessment Tools	**Assessment Strategies**
- Success criteria (Look Fors) - Rubrics - Exemplars - Checklists - Anecdotal records - Continuums - MYP Criterion Rubrics - Ladder of feedback - One point rubric	- Observations - Performance assessments - Process-focused assessments - Selected responses - Open-ended tasks - Visible Thinking Routines

Documenting Learning: Documentation of learning throughout the PYP and MYP is done in multiple ways, based on data, in order to show scholar growth and progress.

Types of Documentation
- ESGI (Educational Software for Guided Instruction) Transitional Kindergarten, Kindergarten, 1st   - Gradebook (Infinite Campus, Google Sheets, Teacher Records)   - Evidence of Learning (Products, Projects, etc.)   - Scholar presentations and screencasts   - Scholar reflection journals   - Scholar reflection videos   - Scholar created goals   - PYP Exhibition Project   - MYP Community Project   - Portfolios   - Pieces are selected by teacher and scholar together.   - Pieces of work will be selected to put into the portfolio for each unit.   - Each piece of work will be reflected on by the scholar.   - Each portfolio will be passed forward to the next grade level at the beginning of the year.   - Scholars will be given the work to take home at the end of our program continuum.

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Reporting on Learning: Scholars' progress and results from assessments are reported to scholars and parents in multiple ways. Parent Teacher communication is the key to success.

Reporting on Learning	
What We Report	**How We Report**
- Content Knowledge (State Standards) - Conceptual Understanding (Key and Related Concepts within Theme Descriptor, Central Idea, Lines of Inquiry) - Approaches to Learning (ATLs) Skills - Learner Profile Attributes (progress on development) - Action - Inquiry Process (Kath Murdoch Inquiry Cycle) - Lines of Inquiry (formative assessments) - Assessment of Central Idea - Geo-Inquiry	- Report Cards - Three times a year - Scholar Led Conferences - End of 1st Trimester - Parent Teacher Conferences - As needed - State Assessment Score Report - End of Year (3rd-8th) - Reflective Conferences - Rubric-informed - Exit Tickets - Writing - Attendance - Inquiry Homework - Program Assessments - Behavior Matrix

Transition from PYP to MYP Assessment: In the PYP and MYP assessment is a foundation to the work we do to guide scholars to take ownership of their learning and make decisions about next steps as they monitor the pattern of their performance over time. This same philosophy carries through to the MYP, however, we formalize the assessment process by using the prescribed MYP subject group rubrics with objective strands and criterion to report on scholar progress in learning. These rubrics along with task specific clarification help to focus the scholars on key criterion areas for learning within each subject group.

Below we have outlined the details of the MYP assessment process in the **MYP Assessment Guide**.

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MYP Assessment Guide: Paso Verde School 2022-2023

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Assessment at Paso Verde School exists to support and encourage scholar learning. This means that teachers and scholars are continually gathering data on a scholar's performance against criteria and then providing them with feedback to help improve their performance. MYP assessment is neither percentage graded nor letter graded. MYP assessment emphasizes individual achievement.

The MYP assessment system at PVS is structured as a criterion-related model and it is important that both scholars and parents/guardians understand how this assessment works as it is a change from previous practices of grading in a traditional environment.

Assessing scholars against criteria is very helpful because the scholar knows before attempting the work what needs to be done to reach the highest levels of achievement. It also helps teachers clarify and express their next expectations about assignments in a way that scholars are able to understand. The strength of this model is that scholars are assessed for what they can do, rather than being ranked against each other. Scholars receive feedback on their performance based on the criteria leveled descriptors.

Assessment in Action at Paso Verde MYP:
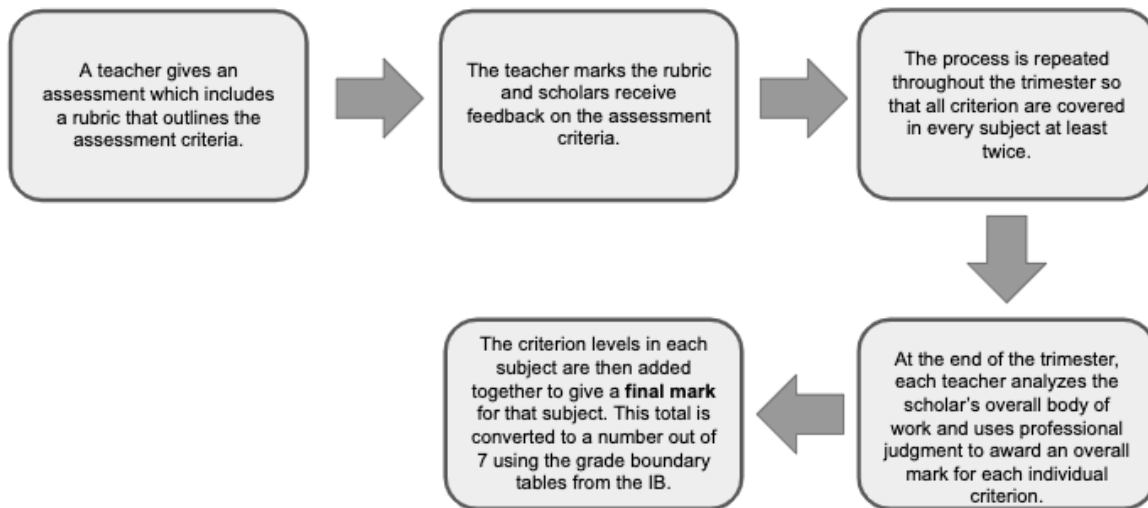
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What are the assessment criteria?

Schools must regularly report scholar progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge.

The MYP assessment criteria across subject groups can be summarized as follows.

A Summary of the MYP Assessment Criteria

	Arts	Individuals & Societies	Language & Literature	Language Acquisition	Mathematics	Physical & Health Education	Sciences	Design
Criterion								
A	Knowing & understanding	Knowing & understanding	Analyzing	Listening	Knowledge & understanding	Knowing & understanding	Knowledge & understanding	Inquiring & Analyzing
	8	8	8	8	8	8	8	8
B	Developing Skills	Investigating	Organizing	Reading	Investigating Patterns	Planning for performance	Inquiring & Designing	Developing Ideas
	8	8	8	8	8	8	8	8
C	Thinking Creatively	Communicating	Producing Text	Speaking	Communication in mathematics	Applying & Performing	Processing & evaluating	Creating the solution
	8	8	8	8	8	8	8	8
D	Responding	Thinking Critically	Using Language	Writing	Applying mathematics in a real world context	Reflecting & improving performance	Reflecting on the impacts of science	Evaluating
	8	8	8	8	8	8	8	8

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What contributes to the trimester grades in each criterion?

Over the course of the school year teachers will collect evidence of scholar achievement from many different types of assessment including formative and summative assessments. By the end of each school year students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice, and probably more often. It is important to note that these marks are NOT AVERAGED! Professional judgment based on an entire body of evidence including patterns and trends in the data, the development of that student and the context that the work was completed in will allow teachers to determine where the student is performing in each specific criterion at the end of the trimester. Not all criterion may be covered in every trimester, the goal is to see progress over time. Therefore you may not see a criterion score posted every trimester.

In addition to the criterion scores, scholars will receive a letter grade A-F based on their percentage score within the gradebook. The letter grade system is a required format for reporting grades in the middle years based on State and National policy. However, the assessment practices within the MYP remain founded on a process that monitors and reports the most recent and consistent pattern of performance of learning. The letter grades will be determined in alignment with this philosophy.

How do criterion marks become a final mark out of 7?

Teachers add together the student's final achievement levels in all four criteria of the subject group. Then, the teachers use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade (or final mark) based on a scale of 1-7.

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IB Published Grade Boundaries:

	Arts	Individuals & Societies	Language & Literature	Language Acquisition	Mathematics	Physical & Health Education	Sciences	Design
Final Mark								
1	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
2	6-9	6-9	6-9	6-9	6-9	6-9	6-9	6-9
3	10-14	10-14	10-14	10-14	10-14	10-14	10-14	10-14
4	15-18	15-18	15-18	15-18	15-18	15-18	15-18	15-18
5	19-23	19-23	19-23	19-23	19-23	19-23	19-23	19-23
6	24-27	24-27	24-27	24-27	24-27	24-27	24-27	24-27
7	28-32	28-32	28-32	28-32	28-32	28-32	28-32	28-32

Below are the IB general grade descriptors for the Final Mark grade. A mark on this 1-7 scale will appear under "Final Mark" in the Infinite Campus portal.

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PVS % Letter Grade Guidelines	Final Mark	Criterion Boundaries	Descriptor
100 99 98 97 96 A	7	32 31 30 29 28	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.
94 92 A 90 88 A	6	27 26 25 24	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.
86 85 A 84 81 78 B	5	23 22 21 20 19	Produces **generally high-quality** work. Communicates **secure** understanding of concepts and contexts. 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.
76 74 B 72 69 C+	4	18 17 16 15	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.
66 63 C 59 57 55 C-	3	14 13 12 11 10	Communicates **basic** understanding of **some** 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.
53 51 C- 48 46 F	2	9 8 7 6	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.
0-44% F	1	1-5	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.

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Process for Standardization of Grading

Standardization of grading is a system where we work collaboratively as a community to ensure that characteristics and quality of work product are aligned across subject groups so that criterion scores reflect a general standard of performance for each rubric grade band.

Process for standardization of assessment within Subject Group Assessment

We are a small MYP and therefore only have one teacher per subject group. The teacher for each subject group is responsible for assessing and grading for all work in both year 2 and year 3 of the subject group. Subject group teachers are encouraged, and have the opportunity, to collaborate with the MYP coordinator to discuss and standardize the grading within their subject group.

Process for standardization of assessment across Subject Groups within the MYP

Due to only having one teacher per subject group, we are working to collaboratively develop a system for discussing and standardizing grading for the MYP as a whole. These discussions will happen during our weekly grade level Professional Learning Community (PLC) meetings. An effort will be made to include standardization of assessment on the agenda at least once per trimester throughout the school year. In these meetings, faculty will bring samples of scholar work products that reflect each grade band on the rubric (1-2, 3-4, 5-6, 7-8) and discuss the characteristics of the work product across subject groups. In addition, the MYP team will work in collaboration with the coordinator to develop an understanding of their rubric, command terms, and process for crafting task specific clarification so that reflection on the use of the objectives and criterion within the rubrics is informed and intentional to best provide accurate and aligned feedback to scholars.

Process for standardization of assessment within the Community Project

Standardization of assessment will be supported with meetings scheduled with supervisors throughout the project. The first meeting will include a review of the project rubric and discussion around the command terms and descriptions included in the rubric that will frame their feedback and support throughout the project. The next meeting with supervisors, we will review sample projects from the previous academic year and practice scoring them using the rubric. Time for discussion on rationale and a clear understanding of the characteristics that should be included or evidenced to score each range in the rubric. Once the projects have been submitted and presented at the showcase, teams of supervisors and the coordinator will work collaboratively to score and standardize the grading of each project.