

CIMS Assessment Policy

Corwin International Magnet School

-Updated July 20, 2022-

Corwin International empowers all students to be globally minded lifelong learners through meaningful, rigorous learning experiences that result in academic growth, social-emotional development and success in all future endeavors.

Purpose

The purpose of this policy is to inform the Corwin International Magnet School community about the philosophy on assessment, including the types of assessments, their purposes, and recording and reporting practices.

Assessment Philosophy

Teachers at CIMS believe that all students can learn and meet high standards. In order to support this learning, the following philosophical agreements have been established as essential:

- Grade-Level and Content Specific Assessments: Assessment tasks are derived from the IB unit planning process, appropriately aligned to the necessary academic learning requirements. These assessment tasks are rigorous and provide students with an opportunity to achieve at the highest levels.
- School-Wide Assessments: School-wide assessments are used to determine student performance and growth in key literacy and math skills, often used are the district assessments.
- District Assessments: District-established assessments provide information about how students are progressing through the mastery of state standards in English Language Arts, Mathematics, Science, and Social Studies.
- Statewide Assessments: Standardized statement assessments provide information about how students are progressing through the state standards in English Language Arts, Mathematics, Science, and Social Studies in order to determine academic achievement and growth of individual students and schools.

Types of Assessment & Alignment

Corwin International Magnet School teachers recognize that assessment can be formative or summative and each affects specific parts of a student's learning process.

Grade-Level and Content Specific Assessments	
Purpose of Formative Assessments	Purpose of Summative Assessments
<p>Formative Assessments:</p> <ul style="list-style-type: none">● Check for understanding on skills and content,● Guide and information adjustments to instructions,● Identify student progress towards meeting the learning objective(s),● Determine whether or not students already	<p>Summative Assessments:</p> <ul style="list-style-type: none">● Informs student progress on grade level standards,● Measure student growth and the ability to apply grade level skills,● Informs the need for possible intervention and enrichment

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know information.	
Examples of Formative Assessments	Examples of Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Kagan Cooperative Learning Structures ● Process Journals ● Exit Tickets ● Homework 	<ul style="list-style-type: none"> ● Selected Response Items ● Quizzes ● Subject-Specific Assessments ● Written Tasks ● Open-Ended Tasks ● Projects ● Presentations ● Interactive Notebooks ● Performance Tasks in Real-life Contexts

School-Wide Assessments	
Purpose of Formative Assessments	Purpose of Summative Assessments
These assessments are used as progress monitoring tools to determine the growth of students participating in literacy and math interventions.	These assessments are given multiple times a year to determine student performance and growth in key literacy and math skills. Student participation in intervention programs is determined by these assessments.
Examples of Formative Assessments	Examples of Summative Assessments
<ul style="list-style-type: none"> ● ISIP ELA and Math Monthly Progress Monitoring Assessments ● AR Words Read and Comprehension ● IXL Math and Reading Progress ● Mathia Progress 	<ul style="list-style-type: none"> ● ISIP ELA and Math Monthly Progress Monitoring Assessments ● NWEA ELA and Math Benchmark and Interim Assessments

District and State Assessments	
Purpose of District Assessments	Purpose of State Assessments
These assessments are given throughout the year and inform student progress of the necessary skills and content taught in core classes.	These assessments are given in the spring of each year and used to determine student's individual achievement and growth on grade level content as well as determine components of the school's performance framework.
Examples of District Assessments	Examples of State Assessments

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<ul style="list-style-type: none"> Benchmark Assessments in English Language Arts and Mathematics. BOY, MOY and EOY Assessments in English Language Arts and Mathematics. Monthly ISIP Assessments in Math and ELA. 	<ul style="list-style-type: none"> Colorado Measures of Student Success - English Language Arts (4-8), Mathematics (4-8), Science (5 & 8), and Social Studies (every three years for 4 & 7) WIDA
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Common Recording/Reporting Practices:

If work is:	For example:	We:
Missing	A student does not turn in a summative assessment,	Report a “missing” in the grade book which counts as no evidence. Work can be made up at the teacher’s discretion and all evidence will be considered at the end of a reporting period to give students an overall achievement level.
Late	A student turns in an assignment late with teacher permission,	Late work is accepted at the discretion of the teacher. If accepted, the student’s achievement level is not affected by turning it in late.
Incomplete	A student turns work in that is not finished,	Score the student’s work “as is” when turned in.
Insufficient Evidence	A student has many missing assignments for a reporting period and the teacher does not have enough evidence of student achievement to report an accurate final grade,	The missing assignments remain “missing” in the gradebook. A student who does not have enough representative evidence for all criteria/standards for a reporting period would receive a failing letter grade for the course.

Recording of Assessment

Corwin International Magnet School PYP will record summative data for all academic subject areas. Formative assessments will have a separate section of the gradebook in Infinite Campus and will be excluded from the overall grade calculation. Formative assessments will be recorded based on teacher discretion.

Primary Years Programme: Grades 4-5

	Formative Assessments	Summative Assessments
Content Area	<p>Homework: independent practice completed outside of the school environment</p> <p>Anecdotal Records: brief notes</p>	<p>Quizzes: assessments showing student understanding of a topic or concept</p> <p>Subject-specific assessments: assessments showing student</p>

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	<p>based on observations of students</p> <p>Kagan Structures: observations of student work or understanding</p> <p>Process Journals: students notes and reflections showing their understanding of a topic or concept</p> <p>Exit Tickets: brief checks for understanding at the end of a lesson</p>	<p>understanding of multiple topics and concepts</p> <p>Written tasks: independently completed written work or final drafts of a piece of writing that are graded using a task-specific rubric</p> <p>Projects, Presentations, and Performance Tasks: interactive unit assessments that demonstrate student understanding and inquiry using a task-specific rubric</p> <p>Interactive notebooks: concept-specific activities that record developmental understanding of a topic or skill</p> <p>RECORDED IN INFINITE CAMPUS</p>
ATL Skills	<p>Weekly, students will formatively assess themselves to progress monitor grades, missing assignments, and set specific goals for continued improvement.</p>	<p>Currently, ATL Skills are not recorded formally in the PYP grades.</p>

Middle Years Programme: Grades 6-8

Corwin International Magnet School MYP will record summative data for all academic subject areas. Formative assessments will have a separate section of the gradebook in Infinite Campus and will be excluded from the overall grade calculation. Formative assessments will be recorded based on teacher discretion.

Corwin International Magnet School will record all assessment data for the Objective Strands within each of the eight MYP subject groups “as an achievement level as described within a criterion” (MYP from Principles into Practice 89) using a task-specific rubric that is converted to a standard scale.

The following tools are used for students to document assessment data and “support and encourage student learning by providing feedback on the learning process” (MYP from Principles into Practice 89).

	Formative Assessments	Summative Assessments
Content Area	<p>Homework: independent practice completed outside of the school environment</p>	<p>Quizzes: assessments showing student understanding of a topic of concept</p> <p>Subject-specific assessments:</p>

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	<p>Anecdotal Records: brief notes based on observations of students</p> <p>Kagan Structures: observations of student work or understanding</p> <p>Process Journals: students notes and reflections showing their understanding of a topic or concept</p> <p>Exit Tickets: brief checks for understanding at the end of a lesson</p> <p>Check lists: lists of information, data, attributes, or elements that are present in students' work or performance.</p> <p>Commentary: written feedback that allows specific information in order to reflect and make improvements.</p> <p>Criterion-Related Scores: Criterion score assigned that represents a student's achievement level regarding "factual, conceptual, procedural, and metacognitive dimensions of knowledge" (MYP From Principles into Practice 80).</p>	<p>assessments showing student understanding of multiple topics and concepts</p> <p>Written tasks: independently completed written work or final drafts of a piece of writing that are graded using a task-specific rubric</p> <p>Projects, Presentations, and Performance Tasks: interactive unit assessments that demonstrate student understanding and inquiry using a task-specific rubric</p> <p>Interactive notebooks: concept-specific activities that record developmental understanding of a topic or skill</p> <p>Criterion-Related Scores: Criterion score assigned that represents a student's achievement level regarding "factual, conceptual, procedural, and metacognitive dimensions of knowledge" (MYP From Principles into Practice 80).</p>
<p>ATL Skills</p>	<p>Students will formatively assess themselves to progress monitor grades, missing assignments, and set specific goals for continued improvement.</p> <p>Staff will provide formative feedback on ATL progress continuously.</p>	

Reporting of Assessment

Through the Pueblo City Schools student information system, Infinite Campus, the reporting of student assessment data takes place both throughout and at the end of the school year.

Primary Years Programme: Grades 4-5

Reporting Aspect	Frequency	Format(s)
Report Card	Quarterly	Summative Assessment Scores:

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		<ul style="list-style-type: none"> Student achievement on assessment tasks are assigned scores on a consistent 8 point rubric. Achievement is organized and reported by standard. Overall achievement levels for each subject are determined by a body of evidence and the teacher's professional judgment and then converted to a letter grade at the end of each quarter. The number of summative assessments will vary between grade levels and subject area content based on an instructor's requirements. Please see Appendix A for further details on this process. <p>Infinite Campus Gradebook Abbreviations:</p> <ul style="list-style-type: none"> "M" = Missing Assignment (documented in the specific subject portion of the gradebook) 		
		<table border="1"> <tr> <td> <p>Standard Scale:</p> <p>A = Level 7-8 B = Level 5-6 C = Level 3-4 D = Level 2 F = Level 0-1</p> </td> <td> <p>GPA Values:</p> <p>A = 4 B = 3 C = 2 D = 1 F = 0</p> </td> </tr> </table>	<p>Standard Scale:</p> <p>A = Level 7-8 B = Level 5-6 C = Level 3-4 D = Level 2 F = Level 0-1</p>	<p>GPA Values:</p> <p>A = 4 B = 3 C = 2 D = 1 F = 0</p>
<p>Standard Scale:</p> <p>A = Level 7-8 B = Level 5-6 C = Level 3-4 D = Level 2 F = Level 0-1</p>	<p>GPA Values:</p> <p>A = 4 B = 3 C = 2 D = 1 F = 0</p>			
Transcript	Quarterly	<ul style="list-style-type: none"> At the end of each quarter, teachers calculate a student's overall progress and report a final letter grade. A student's transcript shows passing/failing grades for all academic content areas. The final quarterly grade will constitute the criteria to calculate a student's grade point average (GPA). 		
Parent / Teacher Conference	End of 1st Quarter and scheduled as necessary	Teachers will communicate assessment data and grades to parents openly and as needed with student work samples.		
Student Led Conference	End of 3rd Quarter	Students will communicate individual progress and data with parents using reports and work samples to document overall achievement. Teachers will facilitate these conferences and be available for assistance as necessary.		

Middle Years Programme: Grades 6-8

Through the Pueblo City Schools student information system, Infinite Campus, the recording of student assessment data takes place both throughout and at the end of the school year.

Reporting Aspect	Frequency	Format(s)
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Report Card	Quarterly	<p>Summative Assessment Scores:</p> <ul style="list-style-type: none"> • Student performance on assessment tasks are assigned on achievement levels in one or more of the MYP Subject Group Assessment Criterion based on a consistent 8 point rubric. • Achievement is organized and reported by criteria. • The number of Summative Assessments will vary between Grade Levels and Subject Groups and is based on an Instructor’s requirements. • Overall achievement levels for each subject are determined by a body of evidence and the teacher’s professional judgment and then converted to a letter grade at the end of each quarter. <p>Please see Appendix A for further details on this process.</p> <p>Infinite Campus Gradebook Abbreviations:</p> <ul style="list-style-type: none"> • “M” = Missing Assignment (documented in the “criteria” portion of the gradebook) 	
		<p>Letter Grades:</p> <ul style="list-style-type: none"> • Quarterly and Semester Report Cards are used to communicate to parents/guardians of a student’s current academic standing. • Final grades will be calculated at the end of each semester. • Grade Point Averages will be calculated at the end of each quarter. • Once an Achievement Level is determined and reported in Infinite Campus, teachers use these scores to calculate a letter grade. <p>Please see Appendix A for further details on this process.</p> <ul style="list-style-type: none"> • An average of letter grade values represents a student’s Grade Point Average (GPA). <p>Infinite Campus Gradebook Abbreviations:</p> <ul style="list-style-type: none"> • “M” = Missing Assignment (documented in the “criteria” section of the gradebook) 	
		<p>Standard Scale:</p> <p>A = Level 7-8 B = Level 5-6 C = Level 3-4 D = Level 2 F = Level 0-1</p>	<p>GPA Values:</p> <p>A = 4 B = 3 C = 2 D = 1 F = 0</p>
Transcript	By Semester (December & June)	<p>Letter Grades:</p> <ul style="list-style-type: none"> • At the end of each course, teachers calculate a student’s overall progress and report a final letter grade. • A student’s transcript quantifies credits earned for all passing grades by the end of the school year. 	

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		<ul style="list-style-type: none">This final assessment grade will constitute the criteria to calculate a student's Grade Point Average (GPA).
Parent / Teacher Conference	End of 1st Quarter and scheduled as necessary	<p>"Teachers communicate assessment data to parents openly and transparently" often with student work samples (MYP From Principles into Practices 92).</p> <p>Students will communicate individual progress and data with parents using reports and work samples to document overall achievement. Teachers will facilitate these conferences, and be available for assistance as necessary.</p>
Student Led Conference	End of 3rd Quarter	<p>Students will communicate individual progress and data with parents using reports and work samples to document overall achievement. Teachers will facilitate these conferences, and be available for assistance as necessary.</p>
Please see Appendix A for Examples of Standards Based Grading and Subject Group Assessment Criteria.		

Assessment Appeals

Appeals relating to the appropriateness of the marks awarded for any assessment task should be directed first to the classroom teacher. If further resolution needs to occur, then an appeal should be directed in writing to the assistant principal by the student or his parents. The assistant principal along with the teacher and IB Coordinator will review the assessment task and will have the right to speak in support of the appeal. The committee will deliberate, confer with the head of school, and the administration will communicate the decision to the student and parents. Students are encouraged to document progress on each assessment over time and appeal grades when necessary.

A student may ask for a review of his results to determine whether:

- The assessment procedures conform to CIMS assessment policy guidelines;
- The assessment procedures conform to the assessment policy;
- There are any procedural or computational errors.

A review must be requested within five school days of issue of results.

Assessment Review

As a staff, we will review our assessment agreements and policy at the beginning of each school year. This document is also subject to change in revisions and modifications as deemed necessary by the Corwin

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International Magnet School policy review cycle. This is to ensure that requirements of Middle Years Program implementations are met.

Bibliography

International Baccalaureate Organization. MYP From Principles into Practice. Cardiff: International Baccalaureate Programme, 2014.

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Appendix A: Examples of Standards Based Grading

Score	Academic Descriptor	Student-Friendly Description	Converted Letter Grade
7-8	Exceeding Standard/Criterion	I have demonstrated deep understanding that goes beyond the learning goal.	A
5-6	Meeting Standard/Criterion	I have met the learning goal.	B
3-4	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there.	C
1-2	Insufficient Progress	The evidence that I've submitted shows I have a long way to go to reach the learning goal.	D
0	No evidence of student understanding in submitted work	The evidence that I've submitted shows that I do not understand any part of the learning goal.	F
M	Missing - Student has not submitted evidence	I have not submitted evidence of learning for the learning goal.	

Below are examples of what Grading will resemble, when determining a student's final Achievement Level Score in individual Assessment Criteria and when determining a Quarterly grade.

Example of Grading in Individual Assessment Criterion:

- The following are examples of how grades are determined for Individual Assessment Criterion Scores. In most cases the Mode (Number appearing the most) in a range of scores is used to determine the final grade.
- Remember, in an instance where a Mode cannot be calculated, the Median (the number in the middle of a range) will be used to determine a final grade.

Assessment Criterion A: Knowing and Understanding					
Student	Summative Assessment #1	Summative Assessment #2	Summative Assessment #3	Summative Assessment #4	Final Score
Smith, John	5	4	4	2	4 / C

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- In this example, John Smith would receive a 4 (C) for his Quarterly in this Assessment Criterion because the Achievement Level of 4 was the Mode.

Assessment Criterion B: Investigating					
Student	Summative Assessment #1	Summative Assessment #2	Summative Assessment #3	Summative Assessment #4	Final Score
Smith, John	5	5	5	2	5 / B

- In this example, John Smith would receive a 5 (B) for his Quarterly in this Assessment Criterion because the Achievement Level of 5 was the Mode.

Assessment Criterion C: Communicating					
Student	Summative Assessment #1	Summative Assessment #2	Summative Assessment #3	Summative Assessment #4	Final Score
Smith, John	6	4	4	6	5 / B

- In this example, John Smith would receive a 5 (B) for his Quarterly in this Assessment Criterion because the Achievement Level of 5 was the Median. A Mode could not be determined for this Assessment Criterion, so the Median was used.

Assessment Criterion D: Thinking Critically					
Student	Summative Assessment #1	Summative Assessment #2	Summative Assessment #3	Summative Assessment #4	Final Score
Smith, John	2	3	4	7	4 / C

- In this example, John Smith would receive a 4 (C) for his Quarterly in this Assessment Criterion because the Achievement Level of 4 was the Median in this range of scores. A Mode could not be determined for this Assessment Criterion, so the Median was used.

Example of Determining a Quarterly Grade based on Four Assessment Criterion:

- In our example of determining a Quarterly Grade, we use the previous examples of John Smith's Assessment Criterion Scores for all Four Assessment Criterion in Individuals and Societies.
- The Scores of all Assessment Criterion used are added together and converted into a percentage.

Quarterly Grade: Assessment Criteria A, B, C, and D were used.					
Student	A: Knowing and Understanding	B: Investigating	C: Thinking Critically	D: Communicating	Final Score (Total of Assessment Criterion)
Smith, John	4 (C)	5(B)	5(B)	4(C)	18/32 = B

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- As you can see in this example, John Smith's final score will be a B. This was calculated using the final Achievement Level scores of all four Assessment Criterion.
- The sum of all four scores was an 18 out 32 possible levels. When converted into a percentage, the final score is a B.
- It is important to note that the letter grade is NOT calculated by dividing the earned number of levels out of the possible number of levels, but rather converted using a mathematical conversion approved by IB.

Remember the number of Summative Assessments assigned per Quarter, and Assessment Criterion will vary with individual instructors, grade levels, and subject groups.

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PYP Standards & Strands

Subject Group	Standard 1	Standard 2	Standard 3	Standard 4
Reading	Oral Expression and Listening	Reading for All Purposes		
Writing	Writing and Composition	Research, Inquiry and Design		
Math	Number and Quantity	Algebra and Functions	Data, Statistics and Probability	Geometry
Social Studies	History	Geography	Economics	Civics**
Science	Physical Science	Life Science	Earth and Space Science	

MYP Subject Group Criterion

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
MYP Personal Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesizing	Communicating	Reflecting