



La Scuola International School

ASSESSMENT POLICY

This document outlines the beliefs, practices, roles, and reporting procedures that guide practices at La Scuola. It should be read in conjunction with our Student and Family Handbook, Personnel Handbook other Learning Policies: Language, Inclusion, Admissions, and Academic Integrity.

This document was reviewed by La Scuola's community in the Spring of 2024, and is applicable to the school year of 2024-2025 and beyond until another review is necessary.

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Philosophy of Assessment

At La Scuola, children are the protagonists of their own journey of learning which encourages critical thinking, problem-solving, cooperation and autonomy. To achieve this, our school believes that assessment is a fundamental aspect of the learning process, aiming to support student growth and achievement. Our assessment philosophy aligns with the International Baccalaureate (IB) principles and with the Reggio Emilia approach, emphasizing a holistic approach that goes beyond traditional grading practices. Assessment is a continuous process, which informs instruction, fosters agency and lifelong learning, and involves students, teachers, and families.

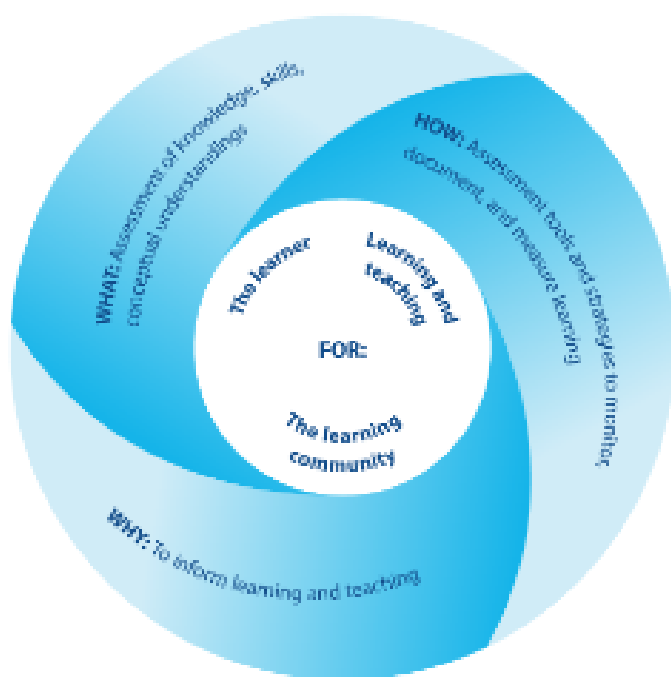


Figure 01 - Integrating Assessment -
from Principles to Practice - Learning and Teaching

assessment-capable learning community, everyone - teachers, students and families - has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods of assessment.

Developing an Integrated Assessment Culture

All members of the learning community, including teachers and students, need to develop assessment capability to make learning transparent, explicit, and accessible. This includes being aware of what and why to assess, what constitutes meeting grade level developmental expectations, how to assess and collect data, and having a shared language for talking about assessment. In an

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Rights and Responsibilities of the Community

All members of the school community, including students, educators, and families, have the right to a fair and equitable assessment process.

- **Students** have the responsibility to actively engage in their learning and take ownership of their assessments, for example, seeking and acting upon feedback, or setting and meeting their own goals and deadlines. Students need to communicate constructively with teachers, families and their peers to support their learning experience.
- **Families** are asked to support their children's learning journey and collaborate with educators to understand assessment outcomes. Families can monitor their children's learning by attending annual conferences, participating in learning activities on campus, and encouraging their students to share their learning at home. Additionally, families can review Toddle regularly for teacher communications, grade reporting, and actionable feedback.
- **Educators** are responsible for providing actionable feedback, adapting to diverse learners, and staying current with recent research and teaching methodologies in assessment for learning and pedagogy to deliver meaningful curriculum. Educators provide prompt and constructive feedback to students to address misconceptions and guide their learning journey.

Students' Responsibilities

- Being active participants, responsible for their own learning and assessment; for example, seeking and acting upon feedback, setting and meeting their own goals and deadlines.
- Engaging actively in self and peer assessment practices.
- Communicating constructively with teachers, families and their peers.
- Exploring, recognizing, understanding, and applying Learner Profile attributes.
- MYP students should request extensions, modifications, or communicate absences with teachers within a reasonable amount of time.

Families' Responsibilities

- Being active participants in assessment practices by consistently checking Toddle's gradebook, assignments, and student's portfolio (grades 4-8) and reviewing student work and feedback with their children.
- Taking opportunities to reinforce school learning at home and encouraging students to meet expectations and follow school policies.
- Participating in workshops and events, held regularly for families, to further develop understanding of assessment in both the primary and middle schools.
- Ensuring Academic integrity by supporting their child's learning and encouraging students to submit original work. Helping to create a holistic learning environment that prioritizes growth and the process of learning.
- Reinforcing the assessment practices of the school, as an ongoing process intended to improve outcomes and provide a snapshot of where the student is in their learning process, not as a method of assigning value to student work.
- Abstain from giving or obtaining assistance in the completion of work to their children in order to support authentic representation of abilities and growth.

Pedagogical Leadership's Responsibilities

- Providing opportunities for collaborative planning, grade moderation, and curriculum design across subject areas and year groups.
- Encouraging constant reflection and review of assessment practices through documentation, collaboration, and professional development.
- Including students, teachers and families in the assessment and reporting process.
- Staying up-to-date on best assessment practices and their application within departments and ensuring consistency.

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- Allocating proper time for teachers to plan and prepare meaningful tasks and assessments within departments, across subject areas and both within and between grade levels.
- Delivering internal Professional Development sessions annually, led by programme coordinators with the Pedagogical Leadership Team (PLT), which help all teachers become aware of the individual programme requirements for assessment.

Educators' Responsibilities

- Providing a range of opportunities for active participation in assessments that support the teaching and learning cycle.
- Being considerate of the students' prior knowledge, learning styles, interests and experience.
- Using assessments to inform and/or adapt the teaching and learning process, for example by providing differentiated learning.
- Creating opportunities for well-designed assessments that are useful and appropriate indicators of the stages of students' development.
- Creating authentic assessments that demonstrate meaningful application of essential knowledge and skills.
- Implementing four types of assessment: Monitoring, Documenting, Measuring and Reporting (PYP); and balancing of both formative and summative assessments (MYP).
- Providing reasonable notice of summative assessments where preparation is necessary.
- Having a clear and documented rationale for all major student assessments.
- Communicating constructively with students, families, colleagues and supervisors as appropriate.

Aligned Teacher Assessment Practices

La Scuola promotes common practices among educators for assessment and evidence of learning, ensuring consistency and fairness. Standardized practices are

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implemented to maintain a uniform approach to assessment while accommodating creativity and diversity within teaching practices.

La Scuola recognizes the following key elements as crucial for effective assessment practices:

Adaptability: Assessment practices should be adaptable to accommodate diverse learners and changing educational needs. Teachers are encouraged to collaborate with our Student Success team and IB Coordinators to ensure all assessments are accessible to all of our students and equitably graded.

Adjustments to Instruction: Teachers use formative assessment data to make real-time adjustments to instructional methods and address the specific needs of individual students or the class as a whole. Examples include re-teach, reassess, or form learning groups.

Clearly Communicated Learning Objectives Aligned to Standards: Ensure that summative assessments align with clearly defined and communicated learning objectives and state standards (where applicable), reflecting the breadth and depth of the curriculum. When possible, Approaches to Learning (ATLs) and Learner Profile attributes are also highlighted.

Data-Informed Decision Making: Teachers analyze formative and summative assessment data to inform decisions about instructional strategies, interventions, and curriculum improvements. Additionally, we use both formal and informal assessment data to make real-time adjustments to instructional methods and address the specific needs of individual students or the class as a whole.

Designing Authentic and Relevant Tasks: Teachers design assessment tasks that are authentic and relevant to real-world applications, promoting a deeper understanding of the subject matter. A common format of assessment in MYP is the GRASPS assignment design for Summatives and larger formative assignments.

Fairness and Equity: Maintain fairness and equity in summative assessments, ensuring that all students have an equal opportunity to demonstrate their knowledge and skills.

Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation." (*Learning and Teaching*, IB, 2018).

Holistic Approach: Consider the holistic development of students by assessing not only academic understanding but also skills, attitudes, and approaches to learning.

Modification of the curriculum: For students who have significant learning differences that require adjustments to the standard subject objectives, assessment criteria, or criteria descriptors, students are still eligible to receive individual MYP course results if they complete the Community Project in their last year at La Scuola. The IB's Inclusion Policy outlines the specific accommodations and modifications that are permitted while still allowing for official recognition of the student's work. La Scuola defers to this policy for guidance on appropriately supporting students with advanced learning support requirements within the MYP framework. Please see our **Inclusion Policy** for details on specific accommodations.

Multiple Measures & Modalities: La Scuola encourages teachers to use various assessment methods and formats of assessment to demonstrate understanding both formally and informally throughout the learning process. Teachers design diverse assessment methods to provide a comprehensive view of student abilities. Additionally, teachers apply a range of different structures to offer feedback and measure student progress.

Reasonable Adjustments: Students who have learning support needs might need appropriate modifications to fully engage with the MYP curriculum structure, encompassing both internal and external assessments. An appropriate modification refers to a measure implemented to eliminate or minimize obstacles that hinder students with learning support needs. Such adjustments could be tailored to individual students and might involve alterations in test format or response methods. If these modifications entail adjustments to particular components or criteria of the assessment, the overarching learning objectives must remain unchanged.

Reflection & Growth Mindset: Reflection and a growth mindset, honoring learning as a process, are integral parts of both the IB and the Reggio educational philosophy. Teachers are encouraged to plan time for in-class reflections and discussions to explicitly teach students how to process feedback, evidence learning, and apply feedback to future work.

Student Involvement: Involving students in the assessment process through peer and self-assessment fosters metacognition and leads to more authentic assessments. Students will have time to review peer and teacher feedback, as well as used to self-evaluate their work based on rubrics and/or task-specific checklists. Whenever possible, students are given a choice of modalities to demonstrate their learning either in topic or format.

Timely & Actionable Feedback: Clear, constructive feedback given consistently helps students understand their strengths and areas for improvement. Teachers provide meaningful feedback to students on formative work before summative assessments to ensure that students apply their learning and feedback to future assignments and final assessments.

This is posted in the form of direct written/recorded feedback on assignments, narrative and rubric-based feedback in the Toddle gradebook, and/or face-to-face conferencing with students. Time is provided in classes to review the feedback so students learn how to apply their feedback on future assignments.

Transparency and Communication: Clearly communicate summative assessment criteria and expectations to students, promoting transparency and understanding of the evaluation process. Possible ways teachers do this include: providing exemplars, attaching task specific rubrics and/or student-friendly checklists, and formative feedback.

Use of Technology for Assessment

Integrating technology enhances efficiency and provides new ways to measure and analyze student performance. Teachers utilize online tools and learning platforms to enhance student access to learning topics and provide personalized practice and

differentiation. These platforms provide student specific and whole-class data for teachers to adjust and improve instruction in subject areas.

In grades 3-8, students receive a school-issued chromebook, used for learning purposes only, and according to the Responsible Use Policy. Some digital assignments and assessment tools used routinely in these grades are:

Learning Management System: Toddle

- **In grades Pre-K through 3**, teachers will record primary Learning Experiences on Toddle, with at least one assessed assignment per unit recorded and published on the student portfolio.
- **In grades 4 and 5**: Teachers will update Toddle with most current assignments, so students and families follow the development of the unit. Some homework and longer projects will also be posted on Toddle, to provide ample opportunity for students to practice their self management skills and prepare for the transition for Middle school.
- **In grades 6-8**: Teachers will update Toddle with all current assignments, homework, and in-class assignments to provide ample opportunity for students to practice their self management skills and provide clarity and consistency for families, teachers, and students. Students are expected to view, access, and submit any digital assignments in Toddle. Families and students should monitor the calendar for upcoming deadlines and review feedback provided by the teacher on individual assignments and within the gradebook. Summative Assessments will be published on the Toddle calendar and formative feedback returned to students (digitally and/or on paper) at least one week prior to summative assessment to provide ample time for students to prepare.

Appropriate Artificial Intelligence (AI) Integration

The education field, our school included, is actively researching the range of uses of Artificial Intelligence and determining appropriate integration that improves assessment capability and student learning and development. We hold a high image of our students and will continue to foster critical thinking and research skills. As part of our evolving curriculum, teachers and students are having critical discussions about what artificial

intelligence is and how it can be used properly to enhance our learning. We aim to teach use of artificial intelligence (AI) tools ethically and responsibly, ensuring that any assistance or automation provided by AI is in alignment with academic integrity principles (please see our Academic Integrity Policy for more details). This includes avoiding the use of AI for the purpose of generating or modifying academic work in ways that circumvent the student's own learning process or misrepresent the student's abilities.

Grading & Reporting

The reported levels of achievement aim to accurately reflect a student's performance at the end of a given reporting period. This process considers the most recent achievements alongside all pertinent summative data (most recent, most relevant, and most consistent). Professional assessments weighed against subject-specific criteria. In accordance with the IB guidelines, averages and percentages are not utilized.

Reports/Semester Progress-Reports:

For PYP (K-5) and MYP (Years 1-3), end of semester reports will summarize progress made directly linked to evidence from the student's work. For Early Years (PreK), progress reports are published once, at the end of year.

For each subject area, the report will consist of the following:

- A course outline describing what content, concepts and skills have been covered to date in the semester.
- A narrative comment from each subject teacher, focusing on the student's achievements up to this point in the semester and areas of growth to focus on in the remaining half of the semester. Additionally, PYP Homeroom teachers' narratives will also recognize Learner Profile attributes for the students and comment on social emotional growth. Additionally, MYP students may include a personal reflection on their ATL development and goals for the next academic semester/year in their report.
- Current criteria achievement levels on semester & end of year reports. See MYP course requirements and grading scales below in MYP section.

La Scuola Assessment Indicators

Across both the PYP and MYP programs, we use the following assessment indicators for all formal assessment in the PYP and for formative feedback on specific strands and criteria in the MYP.

Beginning	Developing	Accomplished	Exemplary
Student has been exposed to, and is beginning to demonstrate understanding of, a new concept, skill or area of knowledge. Student is dependent on guidance from teachers and peers.	Student is working towards meeting learning outcomes can consistently demonstrate the skill with teacher and/or peer support.	Student consistently demonstrates understanding of learning outcomes independently and convincingly.	Student demonstrates advanced understanding and can apply skills and knowledge independently and perceptively in new situations.

Conferences

Parent-Teacher Conferences

At La Scuola, preschool - 8th grade, there are two parent-teacher conferences in each school year, mid-Semester, in October and April. They consist of a conversation between parents and teachers about each student's learning progress. In the PYP, parents and their child's homeroom teacher(s) meet for 25 minutes. In the MYP, parents/students sign up to meet with each subject teacher.

Student-led Conferences

- In grades 4 and 5, students lead the Spring conference presenting to their homeroom teachers and parents their reflections on their own learning. Prior to the conference, homeroom teachers guide the students through the selection of learning evidence, reflection, and setting new goals.
- In the MYP, students lead 15-minute conferences discussing their learning with families and teachers. They share progress, insights, and portfolios, highlighting strengths and areas for growth. This gives families insight into the student's

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thought processes. Students prepare presentations for each subject beforehand during designated time allocated during Homerooms & Advisory periods.

Culminating student-led projects

La Scuola students experience milestone inquiry projects at the end of the PYP and MYP (3 years). Through this process, students develop essential skills such as research, communication, and critical thinking, while also fostering a sense of responsibility and empathy towards others. Both the PYP Exhibition and the MYP Community Project empower students to become active, compassionate, and lifelong learners, preparing them to contribute meaningfully to society.

- **PYP Exhibition (Spring Semester)**

The PYP exhibition is a culminating project in the final year of the IB Primary Years Programme, in Spring of 5th grade, during which students conduct research, develop a unit of inquiry with a central idea and lines of inquiry, collaborate in groups, take social action, and present their work to a large audience.

- **MYP Community Project (Spring Semester)**

The MYP Community Project is a culminating project for students in the IB Middle Years Program, in Spring of 8th grade, that encourages them to engage with their local and global communities. Students select a topic of personal interest, investigate it thoroughly, and then plan and carry out a project that aims to make a positive impact within the community.

Integration of American & Italian Curricula

La Scuola intentionally integrates the California Common Core standards, Italian Ministry of Education standards, Next Generation Science Standards, and the Pollyanna Racial Literacy Curriculum, within the IB Framework. Teachers align learning objectives, assessment methods, and reporting systems to meet the requirements of each curriculum while adhering to IB principles.

Standardized Assessments

Annually, La Scuola uses a selection of standardized tests designed by third parties with the purpose of collecting data that supports us in reflecting on our practices in a local and global context. The results in these assessments do not reflect directly on the students' grades and reporting, and are used mainly by the pedagogical leadership team and faculty for reflection and further planning. Additionally, introducing standardized testing formats serve to benefit students in secondary school and at the university level. The results of these assessments might be shared with the families, but they do not impact the student's final assessment or grade placement.

Assessment in the Primary Years Programme (PYP)

As an IB and Reggio Emilia inspired school, we focus on assessing our students through ongoing documentation and observation, rather than traditional testing or grading. In the Primary Years, *la documentazione*, or evidence collection, is a central part of assessment: teachers take photos, record dialogues and observations, collect students' work, and document the learning process. This collection and curation of evidence, referred to as *documentazione pedagogica*, makes children's learning and thinking visible.

What We Assess

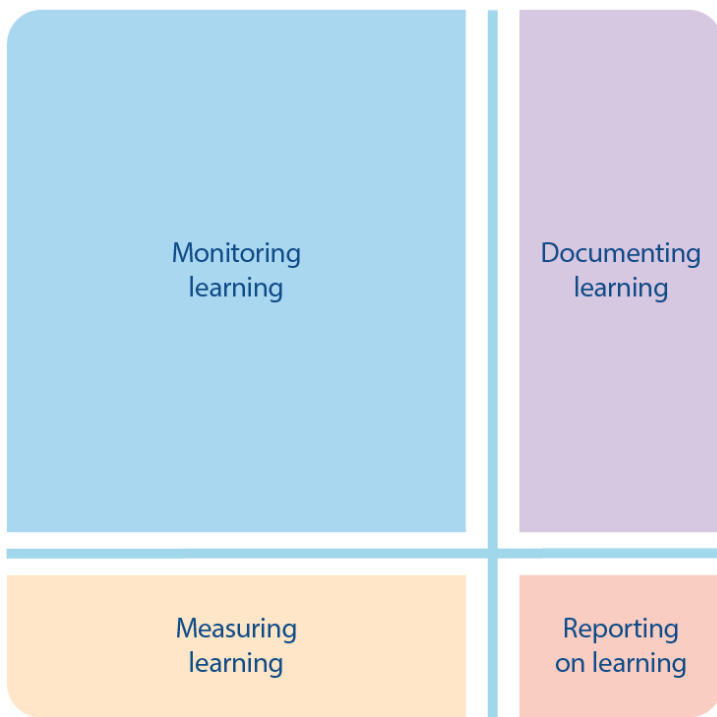
We focus on assessing the learning process, not just the final product. Teachers document the progression of the children's ideas and skills over time. Throughout the process, teachers plan multiple opportunities for the students to develop knowledge, conceptual understanding and skills to support their self-regulated learning. This allows students to take more ownership of their learning journey. The criteria used to evaluate student progress must be clearly communicated before inquiries begin. These criteria should be outlined in the PYP planner on Toddle for teacher reference, and may be presented in a range of formats for students (ie. graphic organizer, checklist or modeling). The assessment criteria are designed to encompass a broad spectrum of knowledge areas, conceptual understandings, and skill sets. However, the criteria are not set in stone. Teachers revisit and modify them with the students, as the inquiry progresses to account for any new knowledge, deeper understandings, or additional skills that emerge. This ensures the criteria remain relevant and aligned with the evolving learning process. Sources of assessment criteria may include unit central ideas and line of inquiry, key concepts, subject area scope and sequence and national standards.

How We Assess

Teachers observe children closely to understand their interests, theories, and ways of expressing themselves. Valuing Loris Malaguzzi's *Hundred Languages* of children, teachers give learners multiple modalities to express their understanding within and

beyond the success criteria. Assessment is an ongoing and collaborative process between teachers, students, and families. Teachers follow students' lead and interests, and adapt plans and learning experiences based on their observations of competencies relative to success criteria. Traditional testing and grades are rarely used and, when present, they are often part of standardized tests designed by third parties, and are used at La Scuola with the purpose of collecting data that supports us in reflecting on our practices in a local and global context.

The Four Types of Assessment in the PYP



The IB Principles to Practice (*Learning and Teaching*, IB, 2018) for the Primary Years outlines four types of assessments and determines which types deserve more time and attention from schools. Moving away from the terms “formative” and “summative” assessments, the IB recommends integrating assessments that flow together for monitoring, documenting, measuring and reporting on learning.

Figure 02 - Assessment to inform learning and teaching - from Principles to Practice - Learning and Teaching

The majority of assessments in the PYP fall under the categories of **monitoring and documenting** the learning (Fig. 02). Monitoring includes a variety of strategies, such as: observation, questioning, reflection, discussing learning with peers and teachers, as well as meaningful and timely feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks and projects, written or oral assessment, and a learning portfolio. Documenting the learning journey is the collection of evidence of what has happened to shift and grow student thinking during inquiries. Students,

families and teachers have access to documentation in a variety of ways as it is a priority for the school is making the learning visible.

In the Primary Years, the **student portfolio** is a central tool for the monitoring and documenting. The portfolios are a living record of the child's learning and process over time. They contain a variety of documentation, such as:

- Photos, videos, and recordings of the child's work and learning process;
- Samples of the child's work, including both finished products and work-in-progress;
- Transcript of conversations and discussions with the child, quotes of the child's participation in class discussions and dialogues;
- Teachers' written observations and reflections on the child's learning.

Rather than focusing on final products or standardized assessment, the portfolios document the learning process and the child's development over time. They are collaborative tools, with both teachers and students contributing to them. In the Early Years and lower Elementary grades, the student portfolio tends to be composed more of physical artifacts of student learning, and teachers select some of this documentation to be shared in the digital portfolio on Toddle. In the Upper Elementary grades, from third grade through fifth grade, students become active participants in their digital portfolios on Toddle, selecting work they would like to share on it, and reflecting on their learning and teacher written feedback provided on Toddle.

Measuring Learning (Fig. 02) is a type of PYP assessment that provides a snapshot of what students are capable or not capable of doing in comparison to a class goal or a set of success criteria. These can look like more traditional tests or quizzes, projects or reflections. Teachers record these assessments on Toddle, along with the rubrics that referenced such measurement. In the Elementary years, teachers will share these assessments and the results with the student and family on Toddle, along with the rubric, within two weeks of the completion of the assessment.

The implementation of benchmark assessments, digital platforms and standardized tests developed by third parties does not substitute for our internal assessments designed,

developed and curated by teachers, however they do give us more data which allows us to reflect on our teaching practices, incorporating different measurements.

Reporting on Learning is a type of PYP assessment that involves sharing the learning with a broader audience within the learning community. This can take various forms, such as feedback to feed forward, progress reports, parent-teacher conferences, and presentations that showcase the learning outcomes.

Feedback to Feed Forward: Feedback is an essential part of assessment, and effective feedback should be timely, specific, and actionable. Whenever possible, and age appropriate, the assessment rubric and success criteria will be used as a reference for the feedback. Students learn self-assessment and peer feedback, fostering meta-cognition and ownership of learning through reflection and critique.

In the Early Years and lower elementary (pre-K through grade 2), students receive feedback routinely:

- during the *assemblea* (in classroom circle or all school assembly),
- In one to one conversations,
- In small group conversations,
- Through peer review,
- By co-creation of the portfolio.
- Through documentation visible in the classroom environment and inquiry cycle wall.

In upper elementary (grades 3 through 5), feedback is provided using the same strategies as the lower elementary, as well as written and oral feedback provided on tasks, notebooks and on Toddle assignments.

Presentations: Throughout the primary years, students showcase their learning in other opportunities, such as all-school assemblies and open classrooms. These events support the development of their self-assessment and reporting capabilities. A culminating event of the Primary Years Program is the PYP Exhibition.

Standardized Assessments in PYP

- La Scuola annually utilizes the **Education Record Bureau's Math and Language Arts standardized test series (ERBs)** in grades 4th-8th to report achievement to families and provide perspective towards achievement to grade level norms. These scores also used to communicate school trends and assist teachers in implementing data informed instruction.
- Global Strategy Stage (**GLOSS) Math Assessment** is conducted twice a year in grades 2-5 (fall and spring) and once a year for grade 1 (spring only).
- **Italian Prove MT, Prove Stella Benchmark Assessments** are conducted in grade 1-5. These standardized benchmarks are used to report academic achievement in Italian language as part of our language immersion program.
- **INVALSI Assessment (Italian)** is conducted in 2nd & 5th grade

The "Prove INVALSI" (INVALSI Tests) are national assessments administered by the National Institute for the Evaluation of the Education System (INVALSI) in Italy. At La Scuola, we are not required to administer this standardized test, but we prefer to utilize excerpts from it as a tool to gather data about our teaching practices as an Italian school abroad.

Assessment in the Middle Years Programme (MYP)

Formative Assessment FOR Learning:

Formative assessments in the IB framework serve to guide ongoing learning. These assessments are seamlessly integrated into daily instruction and include various methods like check-ins, written or oral verifications, discussions, and observations. Immediate feedback is crucial, helping students understand and correct any misconceptions. Teachers use formative assessment data to adjust instruction in real-time and address individual needs. Students are encouraged to actively participate in self-assessment and reflection to enhance their understanding.

Formative Assessments may include:

- Quick Quizzes
- Classroom Discussions
- Journal Entries
- Concept Mapping
- Observations
- Visible Thinking Strategies
- Role Play
- Peer Teaching
- Exit Tickets
- Peer Reviews
- One-Minute Papers
- Ticket to Leave
- Graphic Organizers
- Homework Checks
- Mini-Projects
- Concept Questions
- Think-Pair-Share
- Muddiest Point
- Self-Assessment Surveys
- Interactive Polls
- Interactive Whiteboard Activities
- Observational Checklists
- Conferring

Summative Assessment OF Learning

Summative assessments within the IB framework serve as a culminating evaluation of student learning and achievement at the end of a designated period to assess a students' current understanding of the statement of inquiry and subject specific standards. They align with clear learning objectives and encompass diverse methods such as exams, projects, and presentations. Tasks are designed to be authentic and

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relevant, promoting a deeper understanding of the subject. Data from summative assessments informs decisions about instruction and interventions. Clear communication of criteria and expectations fosters transparency. Summative assessments are adaptable to diverse learners and changing educational needs.

Summative Assessments may include:

- Tests/Exams
- Writing Assignments
- Presentations
- Essays
- Individual & Group Projects
- Art pieces
- Process Journals
- Portfolios
- Podcasts
- Film Projects
- Performances
- Class Debates

Policies & Protocols

Assessment and reporting within grades 6-8 is based on IB's subject-specific criteria. Students, teachers and families can refer to these criteria to discuss student progress. The use of criteria will be consistent and transparent within and across all subjects. Departments will use the agreed formats for presenting assessment criteria and task-specific clarifications.

- All Summative Assessments will include task-specific rubrics aligned to the MYP criteria with guidance relevant to the assignment.
- Relevant ATLs and learner profile attributes are highlighted when appropriate.
- Teachers generally focus narrative feedback within a "Glows & Grows" format to highlight both strengths and areas of improvement. Additional targeted feedback is provided to the student based on the assessed strands of the subject specific criteria.
- As stated in aligned teacher practices, task-specific clarifications will be used for each summative task (in the form of single subject rubrics, teacher comments, checklists, etc.). Indicators will be developed in line with the subject-specific criteria in order for students to be clear about how to best demonstrate their learning.

- For all major formative tasks, students will receive narrative feedback and/or a skills based rubric without numerical evaluation. The goal is to help students understand the range of skills represented by the assessment criteria before engaging with numbers.
- Each summative task will be assessed using the subject-specific criteria appropriate to that task and levels of achievement will be recorded in the Gradebook on Toddle.

Teachers will take only summative scores into account when calculating final achievement scores, which are based on the most recent, relevant, and most consistent scores received. It is up to teacher discretion to determine the overall best-fit for each criteria for their subject area.

- If no summative score is available for a specific criteria due to no work submitted, a 0 is given until work is submitted. If it is due to extended absence/extenuating circumstances, an incomplete will be awarded on the progress reports.
- When appropriate, students are encouraged to use any of their *100 languages* to demonstrate their knowledge and understanding of subject matter, honoring their diverse voices and strengths.
- Departmental teaching teams meet with their Department Head and/or IB coordinators throughout the year to moderate grades and ensure consistency. Additionally, samples and exemplars of student work are archived annually for reference purposes.
 - Moderation takes place a minimum of once per semester, generally at the beginning of the year, to establish a common understanding of achievement levels and at other points in the semester as required. Moderation can take place in small groups of teachers teaching the same grade level in common planning time or during department meetings.

All MYP subjects will have a minimum of 50 hours of class time to allow for ample instructional time for students to complete authentic inquiries into their subject matter and complete both formative and summative assessments.

Late Work & Extensions:

If a Summative is missed in class or is not submitted on Toddle, teachers will mark the assignment as Missing in the grade book. If nothing is submitted for 5 days following the deadline, the Summative will receive a 0 until something is received. Students must negotiate a realistic deadline (generally within 2 weeks) with the teacher within those 5 days, or on the first day returning from an extended absence. Teachers will notify students once via email, with families and advisors in copy and it is the student's responsibility to submit any missing work within the deadline outlined by the teacher.

MYP Subject Assessment Criteria & Strands:

All MYP subjects have four assessment criteria. Clear assessment descriptors for each criterion are published by the IB and used in all MYP classes. According to MYP guidelines, Grade 6 is assessed against the MYP Year 1 Rubric and Grades 7 and 8 are assessed against the Year 3 Rubric. Students are given task-specific assessment clarifications at the start of each assignment. These criteria's substrands are each assessed a minimum of twice per year to provide a holistic view of students' achievement.

MYP Subject	Criteria A	Criteria B	Criteria C	Criteria D
Arts (Music & Visual Art)	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring & Analyzing	Developing Ideas	Creating the Solution	Evaluating
Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Listening	Reading	Speaking	Writing

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(Italian & Spanish)				
Language & Literature (English, Italian, & Spanish)	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing & Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Physical Health Education	Knowing & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance
Sciences	Knowing & Understanding	Inquiring & Designing	Processing & Evaluating	Reflecting on the Impacts of Science
Interdisciplinary Learning	Evaluating	Synthesizing	Reflecting	
Community Project (G8)	Investigating	Planning	Taking Action	Reflecting

MYP General Grade Descriptors

Our school uses the MYP 1–7 scale and the grade boundary guidelines table that follows to determine final grades in each year of the MYP. A level 3 or above is considered a passing grade. GPAs are calculated for the purpose of high school application and school transcripts only as necessary. They are not part of the active assessment processes in the school.

The table provides a means of understanding the level of learning indicated by each numerical value.

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Grade	IB MYP Descriptor	Additional Descriptors
1	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.	Students are <u>beginning to learn</u> the content or skill and <u>very limited in their ability to use it independently</u> .
2	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.	Students are <u>learning</u> the content or skill and <u>somewhat limited in their ability to use it independently</u> .
3	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.	Students are <u>practicing</u> the content or skill and can <u>sometimes demonstrate the skill when they have support</u> .
4	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.	Students are <u>practicing</u> the content or skill and can <u>consistently demonstrate the skill with support</u> .
5	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.	Students are <u>using the content or skill adequately</u> and can <u>demonstrate the skill independently</u> .
6	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.	Students are <u>using the content or skill effectively</u> and can <u>demonstrate the skill independently and convincingly</u> .

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7	<p>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.</p>	<p>Students <u>consistently use the content or skill perceptively</u> and can <u>demonstrate the skill independently and innovatively</u>. Students are <u>sometimes able to teach others the content or skill and reflect on the efficacy of its application in some contexts</u>.</p>
8	<p>Produces exceptional, innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</p>	<p>Students are able to use the content or skill <u>independently and perceptively</u>, <u>teach others the content or skill and evaluate how effective they and others are in its application in various contexts and situations</u>.</p>

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Final MYP Subject Grade Boundaries

Each teacher determines the “best fit” judgments about student progress and achievement by criteria and each criterion is equally weighted. At the end of each semester, each criterion grade is added together with the student earning a final grade for each course according to the following Boundary Guidelines:

Final Grade	Boundary guidelines	Descriptor
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.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	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.
6	24-27	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.
7	28-32	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.

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Scheduling Make-up Formatives & Summatives

Protocol for Illness or Unplanned Absences

If a student misses an in-class Summative assessment due to illness or unplanned absence, they need to schedule a reassessment by email or in-person the day they return to school. In the case of a planned absence, the student must arrange a time with their teacher ahead of time (see below).

Protocol for Planned Student Absences

In the case of planned absences, families should email their student's advisor with Campus Manager in copy. Student's advisor and/or Campus Manager will notify teachers. If a student will miss a Formative or Summative assessment deadline, the student should email the teacher directly with their advisor and parent in copy to create a plan to make up any missed work before departing. While away, students should check Toddle and their email daily for any additional missed assignments. Students are expected to make up work independently and/or plan to attend office hours before/upon their return.

Standardized Assessments in MYP

La Scuola annually utilizes the **Education Record Bureau's Math and Language Arts standardized test series (ERBs)** in grades 4th-8th to report achievement to families and provide perspective towards achievement to grade level norms. These scores also used to communicate school trends and assist teachers in implementing data informed instruction.

Reassessment Policy

La Scuola has outlined the following student assessment appeals process and procedures to ensure fairness and transparency in the reassessment process.

Reassessment Purpose and Rationale:

The purpose of the reassessment is to support student learning by providing them with the opportunity to demonstrate their understanding and skills after receiving feedback. It recognizes that learning is a continuous process and that students may need additional time and support to fully grasp a concept or improve their skills.

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Allowing reassessment aims to create a fair and meaningful learning environment where students can take responsibility for their own learning. It acknowledges that students may not always perform at their best during the initial assessment and provides them with a chance to showcase their growth and improvement.

By allowing students to request reassessments, the policy encourages them to reflect on their performance, identify areas for improvement, and take proactive steps to enhance their understanding and skills. It promotes a growth mindset and emphasizes the importance of perseverance and continuous learning.

The reassessment policy also aligns with the student-centered approach of the MYP (Middle Years Programme) and Reggio Emilia by empowering students to take ownership of their learning journey. It recognizes that students have different learning styles and paces, and provides them with the flexibility to demonstrate their understanding and skills in a way that suits them best.

Overall, the purpose of the reassessment policy is to support student learning by giving them the opportunity to learn from their mistakes, receive additional guidance and feedback, and ultimately achieve mastery of the concepts and skills being assessed. It aims to foster a positive and growth-oriented learning environment where students can thrive and reach their full potential.

Reassessment Criteria:

A student may request a reassessment if they demonstrate a lack of understanding despite adequate preparation or if they can show significant improvement in their understanding or skills.

Students requesting a reassessment will be asked to demonstrate additional effort in preparing for the reassessment. Students are limited to 1 summative reassessment opportunity per unit.

Students have a two-week reassessment period starting from the date they receive feedback on their original assessment. Those who did not submit the initial assessment will have two weeks from the due date or test date to complete it. For extenuating circumstances, teachers may work with the IB coordinators and/or Department heads to set up a specific agreement with the family.

At the discretion of the teacher, or if a student achieves a 3 or below on a summative task, they may request a re-assessment following the protocols outlined below:

- Student must make an appointment with the teacher to go over Summative Feedback
- All formative work must be submitted (or selected assignments re-done at the discretion of the teacher) to demonstrate additional learning.
- Demonstrate additional learning /self assessment and reflection with plans for improvement

Reassessment Process:

Students need to submit a written request within three days of receiving their initial assessment results. The reassessment window is two weeks from the date of feedback being received. Students who did not complete the original assessment have two weeks from the due date/test date to submit the assessment. The reassessment will cover the same concepts/skills, however the format of the reassessment will be different from the original.

Teachers will provide additional guidance, resources, and feedback to help students improve before the reassessment during Office Hours or another agreed upon appointment with the teacher.

Scoring and Grading of Reassessments:

The score received on the reassessment will be an additional data point to the gradebook, along with the original score received. Teachers will take both scores into account when calculating final achievement scores, which are based on the most recent, relevant, and most consistent scores received.

Assessment Appeals Process And Procedures

Please see **MYP [Guidelines for Re-assessment](#)** above.

Please see our **Academic Integrity Policy** for a detailed process and procedures.

Assessment Policy Revision Procedures:

This document undergoes regular reviews involving educators, administrators, and other stakeholders. The date of the most recent review was March-May 2024, the participants included our PYP and MYP Coordinators, Pedagogical Leadership Team, and our teaching staff. The date of the next review will be February 2025 to ensure ongoing relevance and effectiveness. The policy will be submitted for board approval once a year, in the spring. However, there might be minor changes between approval times to clarify any points when needed. Additionally, parts of the Family and Student Handbook, as well as the Personnel Handbook that are pertinent to this policy, might be added or linked to this policy, if considered to be relevant and improve ease of reference and transparency in our processes.

Glossary of IB Terminology

Anecdotal records A short narrative used to objectively report student behavior and approaches to learning.

Checklist A list of desired learning outcomes (e.g. actions, attitudes, etc.) which are 'checked off' as they are observed.

Continuums Visual representations of developmental stages of learning which show a progression of achievement or identify where a student is in a process.

Criteria A standard or description of behavior on which an assessment is based.

Criterion-related A performance is assessed against a set of explicit objective statements made known to the students in advance of the assessment. In practice, this means that students work is matched to a set of level descriptors forming a contiguous hierarchy. Rubrics are a common approach to criterion-related assessment.

Exemplars Samples of students' work that serve as concrete standards against which other samples are assessed.

Grade Moderation A process for ensuring that marks or grades are awarded appropriately and consistently.

Rubric A scale with achievement criteria that describes achievement levels for specific tasks.

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Task-specific clarifications Written for each summative task and include indicators specific to summative assessments and used to assign levels of achievement. These are created collaboratively by the teachers teaching the course.

Rating scale A simple multi-point range (from high to low) used to provide feedback of the extent to which a student demonstrates specific behaviors, attitudes or understanding.

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In our literature review, we aligned our policies and practices of comparable international schools, including but not limited to Yokohama International School, International School of Turin, Munich International School, and International School of Paris.