Norterra Canyon School

International Baccalaureate World School

Middle Years Program

Candidate School

Assessment Policy

Table of Contents

I. PURPOSE, MISSION, AND BELIEFS..... 3

II. PURPOSE OF ASSESSMENT..... 4

III. PRINCIPLES OF ASSESSMENT..... 5

IV. THE FOUR PRINCIPLES OF GOOD PRACTICE..... 6

V. ASSESSMENT PRACTICES..... 8

VI. ASSESSMENT RECORDING AND REPORTING..... 15

VII. FAMILY AND STUDENT ACCESS..... 18

VIII. RESPONSIBILITIES WITHIN THE NCS LEARNING COMMUNITY..... 19

IX. CONTINUED EDUCATION FOR STAFF ON CORE PRACTICES AT NCS..... 21

X. POLICY CREATION PROCESS..... 22

XI. COMMUNICATION OF ASSESSMENT POLICY TO NCS COMMUNITY..... 23

XII. REVIEW PROCESS..... 23

XIII. BIBLIOGRAPHY..... 24

XIV. APPENDICES..... 24

I. PURPOSE, MISSION, AND BELIEFS

A. PURPOSE OF THE ASSESSMENT POLICY

The Assessment Policy is a working document developed by a committee of teachers and administrators from Norterra Canyon School (NCS). Consistent with the standards and practices of the International Baccalaureate Middle Years Program (IB MYP), this document provides an overview of Norterra's beliefs and practices regarding the purpose and use of assessment.

B. MISSION AND BELIEFS

"Norterra Canyon School, in cooperation with families and community, provides leadership in rigorous education, to develop inquiring, knowledgeable, and caring citizens who help create a better and more peaceful world through intercultural understanding and respect."

The NCS mission statement is closely tied to our Assessment Policy. As assessment plays a crucial role in students' learning, this policy is important in helping our school achieve its mission.

Leadership in rigorous education

We acknowledge that in order for students to reach their greatest personal potential, they need to be provided with opportunities that challenge them and help them grow. To this end, teachers design authentic, rigorous, and student-centered assessments that promote important skills for 21st century learners and leaders. Throughout their units of study, students develop the Approaches to Learning skills of thinking, communication, collaboration, reflection, organization, information literacy, and transfer. Students are able to call upon these abilities, not only on their summative assessment tasks but in everyday life, giving them the skills and experiences necessary for success.

Inquiring, knowledgeable, and caring citizens

At Norterra Canyon, we strive to create opportunities for learning throughout all stages of a unit, including the assessment. By providing students with assessment tasks that encourage continued learning, we promote inquiry. In addition, we aim to develop knowledgeable students, who care about their education by involving them in the assessment process. Teaching students explicitly about the MYP objectives and assessment criteria, they are well aware of the expectations and can take ownership for their learning. By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can move to the next level of achievement.

Intercultural understanding and respect

Nurturing intercultural understanding and respect among students happens when educators understand and respect the needs of all learners, while providing opportunities for exploration in real-world contexts. Being cognizant of the unique learning needs and language development of each student, we recognize that differentiation is the key to helping all students find success. By providing students with a variety of assessment tasks, we honor the identity of our learners. In addition, through the creation of assessments with real-world contexts, we encourage students to broaden their perspective, promoting international mindedness. At NCS, we see the diversity of our learning community, as well as that of our global community, as a positive resource that can enrich learning, providing opportunities for students and staff to heighten their awareness and expand their thinking.

II. PURPOSE OF ASSESSMENT

At Norterra Canyon, we believe that assessment is designed to:

- support and encourage student learning

- provide data on student performance, enabling teachers to monitor student progress toward achievement of learning targets
- shape instructional practices through the analysis of data
- determine needs for differentiation of instruction
- inform students of their progress and achievement, identifying areas of growth and providing feedback for learning
- promote reflection among teachers and students

III. PRINCIPLES OF ASSESSMENT

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At Norterra Canyon, our assessment practices reflect our philosophy of assessment:

A. Assessment is authentic, rigorous, and student-centered:

- Assessment is grounded in real-world application and is appropriately challenging.
- Assessment provides multiple opportunities for students to demonstrate what they know, value, understand, and are able to do.
- Assessment is designed to assist students' development of the Approaches to Learning skills, which coincide with 21st century skills.
- Assessment provides students with opportunities to guide their inquiry and continue their learning.

B. Assessment is differentiated:

- Assessment is varied in type and purpose.
- Assessment practices recognize and take into account students with special educational needs.

C. Assessment is a transparent shared process:

- Assessment criteria are shared with students prior to the assessment, making students aware of the expectations at all stages of their learning.

- Assessment practices provide students with opportunities for reflection, as well as peer-assessment and self-assessment.
- Assessment enables ongoing communication between students and teachers.
- Assessment data promotes content-area and interdisciplinary collaboration among teachers

D. Assessment provides meaningful feedback:

- Assessment focuses on both the learning process and learning outcomes.
- Assessment aligns with the MYP aims and objectives, as well as the State of Arizona Standards / National Standards of each subject area, informing students and teachers of the level to which learning targets are met.
- Assessment provides teachers with data to reflect upon and drive instructional practices.
- Assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.

IV. THE FOUR PRINCIPLES OF GOOD PRACTICE

A. AFFIRMING IDENTITY AND BUILDING SELF-ESTEEM

Valuing the diverse needs of all members of our learning community affirms identity and promotes self-esteem. For this reason, differentiation is an important part of teaching and learning at NCS.. Differentiation can take many forms and can be found in assessments throughout a unit of study, as teachers adjust the content, process, and/or product to meet the needs of the individual learner.

B. VALUING PRIOR KNOWLEDGE

Understanding that students possess various amounts of prior knowledge, and even differing viewpoints on and/or understandings of the same concept, teachers take into consideration students' unique background experiences when planning assessment tasks. Through the use of various pre-assessment strategies, teachers can determine whether they need to:

- bridge a student's experiences with the information they are learning in class
- link the student's past learning in class with new learning
- build background knowledge in the absence of prior knowledge
- provide more rigorous tasks for students who have already been exposed to and mastered the current learning

C. SCAFFOLDING

NCS and IB strive to develop lifelong learners. However, in order for students to gain independence in learning, there must be a gradual release of responsibility, often known as scaffolding. Through scaffolding, teachers help increase student confidence and achievement on formative and summative tasks. For example, teachers may scaffold larger assessments, breaking them into smaller, more manageable tasks, ensuring that all learners can accomplish each step that is a pre-requisite for the next. In addition, rubrics are distributed prior to the assessment task and are discussed using student-friendly language. These task-specific descriptors provide students with a clear understanding of the expectations. When possible, exemplars are also made available to students. Finally, teachers provide meaningful and prompt feedback to facilitate student reflection and goal-setting. By purposefully scaffolding assessment practices, teachers at NCS are able to create a ladder of success for all students.

D. EXTENDING LEARNING

To take learning to the next level, teachers provide students with authentic experiences that will extend their thinking. At NCS, one of our main instructional goals is to provide student-centered classrooms driven by inquiry. To facilitate the achievement of this goal, educators strive to develop authentic assessment tasks that require students to call upon the concepts they have learned and the Approaches to Learning skills they have developed. In addition, teachers aim to create assessment tasks that provide unfamiliar situations in which students can apply their learning in a new context.

V. ASSESSMENT PRACTICES

A. PLANNING FOR ASSESSMENT

- Assessment is integrated into planning, teaching, and learning in all content areas.
- Assessment is planned using backwards design. (Focusing on the MYP aims and objectives, as well as the State/ National Standards, teachers create assessments that will allow students to demonstrate an acceptable level of achievement of those goals.)
- Teachers are thoughtful in their choices to ensure that the strategies, tasks, and tools are appropriate to the learning objectives, the subject area, and the student.
- Assessment is differentiated based on student learning needs.
- Assessment is vertically and horizontally articulated throughout the program to ensure age appropriateness and skill development.
- Teachers work collaboratively to design MYP unit planners, assessments, and task-specific rubrics.

B. ASSESSMENT METHODS

1. FORMATIVE ASSESSMENT

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives and the State/ National Standards, formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. See *Assessment Strategies* section for examples.

2. SUMMATIVE ASSESSMENT

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the

State/National Standards. See *Assessment Strategies* and *Assessment Tasks* sections for specific examples.

3. EXTERNAL ASSESSMENTS

Several external assessments are required by the State of Arizona and NCS's school authorizer.

AZMERIT
AZELLA
AIMS Science
AIMS A
District Assessment
SRI

C. ASSESSMENT STRATEGIES

Assessment strategies provide a variety of ways for students to demonstrate their learning. They can be used as methods of assessing students during the learning process, allowing teachers to monitor and further support learning. These strategies can also be used at the end of a unit to assess a student's levels of achievement. When used in conjunction with one another, these assessment strategies present a balanced view of the student.

- **Observation** is a helpful strategy when assessing engagement and skills. Teachers can observe the class as a whole, as well as individual students, while looking at the task from an outside perspective or engaging in the task with the student(s).
- **Selected response** is useful during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be used on end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students' understanding. It provides students and teachers with immediate feedback.
- **Open-ended tasks** present students with a prompt and allow them to communicate their understanding through an original response. This strategy could take the form of a preassessment activity, a discussion (whether a whole class Socratic seminar or small group Reciprocal Teaching), a writing task, or a presentation.

- **Performance tasks** provide students an opportunity to demonstrate the knowledge, skills, and understandings they have gained in relationship to the learning objectives.

- **Process journals** facilitate student reflection, a crucial part of the learning process. While required in some areas of the MYP, such as the Process Journal in the Personal Project, the use of reflective journals in all subject areas is encouraged. These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.
- **Portfolios** provide a means for students and teachers to compile evidence of learning achievements. Portfolios involve students in reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills. Portfolios are particularly useful during student-led conferences.
- **External tests,** such as the previously mentioned AZMErit, AIMS and AZELLA for ELLs, provide insight into each student's achievement of the Arizona State Standards, as well as their individual growth in terms of these standards.

D. ASSESSMENT TASKS

Assessment tasks are summative assessments created by teachers for a particular unit. These tasks may appear in the form of one of the previously mentioned assessment strategies. Assessment tasks are aligned with the MYP objectives for that subject area, as well as the State/ National Standards, and are used for assigning a MYP score. NCS teachers aim to create assessment tasks that are authentic, learner-centered, and inquiry based, so that students can apply their knowledge and skills to real-life situations.

While teachers are free to create tasks that based on their subject area's criteria, the IB MYP does prescribed minimum tasks for each subject area, which are to be implemented in the final year of the program. To prepare students for year 5, teachers in each subject area aim to implement the prescribed minimums throughout each year of the program.

E. ASSESSMENT TOOLS

1. FORMATIVE TOOLS AND FEEDBACK

Assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data also provides feedback to students about their current level of achievement toward the MYP objectives and the State/ National Standards, along with their development of the Approaches to Learning skills. With this feedback, students can reflect on their progress, prepare for the summative assessment task, and make continued growth.

Formative assessment tools include, but are not limited to:

- Teacher tools ○ Warm-up activities ○ Exit slips ○ Daily work checks ○ Homework checks ○ Regularly scheduled quizzes ○ Qualitative observation ○ Formative rubrics ○ Checklists/ check-off system ○ Collection of work samples
- Student tools ○ Self-reflection in the form of: journal entries, short essays, charts/ graphs of personal achievement of unit objectives

○ Collection of work samples

- Peer tools ○ Peer-assessment

Methods of providing feedback on formative assessments include, but are not limited to:

- Teacher methods

○ Correction of daily work/ homework, highlighting the process and product ○ Check-ins with students

○ Formative assessment checklist of concepts and skills to inform the student of areas of achievement and areas of growth

○ Scale of proficiency levels: ***exceeds, meets***, ***partially meets***, and ***does not yet meet*** ○

Rubrics created for formative tasks using IB MYP criteria and State/National Standards

○ Highlighted portions of the MYP rubric to show the student's current performance level
○ Written feedback focusing on what the student can do to improve
○ Written questions/ steps to consider ○ Verbal feedback

- Student methods

○ Self-reflection using rubrics
○ In-class correction and reflection on personal daily work
○ Record of personal achievement of unit objectives using charts/ graphs

- Peer methods

○ Critiques/evaluations using rubrics

2. SUMMATIVE TOOLS AND FEEDBACK

Summative Assessments are criterion-related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

Summative assessment tasks, and the expectations tied to them, are discussed with students prior to the assessment through the distribution and study of the MYP rubrics. These rubrics are clarified using task-specific descriptors with student-friendly language. When possible, exemplars are also made available to students. In addition, students may be involved in the development of task specific descriptors for the MYP rubrics to aid their understanding of the assessment task and the method of evaluation.

F. ASSESSMENT MEASURES

1. FORMATIVE MEASURES

Formative tasks are measured in various ways including:

- Achievement levels which may be aligned with IB achievement levels
- Achievement levels which may be aligned with Arizona State proficiency levels (exceeds, meets, partially meets, does not yet meet)
    - Points in the grade book
    - Percentages
    - Charts and graphs

2. SUMMATIVE MEASURES

Summative tasks are assessed using the IB MYP rubrics. These achievement levels are then translated into a point value so that grades, consistent with district/national practices, can be calculated.

	Arts	Individuals & Societies	Language and Literature	Language Acquisition	Mathematics	Physical and Health Education	Sciences	Design (Tech)
Criterion								
A	Knowing and Understanding	Knowing and understanding	Analyzing	Comprehending Spoken & Visual Text	Knowledge and Understanding	Knowing and Understanding	Knowledge and Understanding	Inquiring & Analyzing
	8	8	8	8	8	8	8	8
B	Developing skills	Investigating	Organizing	Comprehending Written & Visual Text	Investigating patterns	Planning for Performance	Inquiring and designing	Developing Ideas
	8	8	8	8	8	8	8	8
C	Thinking creatively	Communicating	Producing Text	Communicating in response to spoken, written, and visual text	Communication in mathematics	Applying and Performing	Processing and evaluating	Creating the Solution
	8	8	8	8	8	8	8	8
D	Responding	Thinking critically	Using Language	Using language	Applying mathematics in real world contexts	Reflecting and Improving Performance	Reflecting on the impacts of science	Evaluating
	8	8	8	8	8	8	8	8

Below are the IB general grade descriptors for the Final Mark grade. A mark on this 1-7 scale will appear in Campus/PowerSchools.

G. COMMON ASSESSMENT

Due to the small size of our school, common assessments are not necessary because each course is instructed by only one teacher. Despite the lack of need for common assessments, teachers across grade-levels and subject areas work closely together, using collaboration time to:

- align coursework vertically and horizontally
- create MYP Unit Planners
- design assessment tasks
- develop task-specific descriptors for the MYP rubrics
- standardize grading practices
- analyze assessment data

H. PERSONAL PROJECT

The Personal Project is a learner-centered project completed by students in MYP year 5 (grade 10). This project promotes inquiry and helps students exercise their independent learning skills. Students select topics and products of their own choosing. Encouraged to focus on their areas of interest, students have the freedom to design a project about which they are truly passionate. Whatever topic they choose, students call upon the concepts and skills they have gained during their time in the MYP to make their project successful. The Personal Project requires students to use the Approaches to Learning skills they have developed, specifically in the areas of information literacy, communication, collaboration, thinking, reflection, and transfer. The Personal Project is supported through homeroom, but a majority of the work is completed outside of class. Therefore, it is essential that students also utilize their organizational skills, especially in regards to time management. Each student is given guidance from a staff advisor, with whom they regularly meet. As students work on their Personal Projects, they keep process journals. This journal, along with the final product, report, and bibliography, are the basis for the Personal Project and are assessed using the Personal Project criteria of:

- Criterion A - Use the process journal

- Criterion B - Define the goal
- Criterion C - Select sources
- Criterion D - Apply information
- Criterion E - Achieve the goal
- Criterion F - Reflect on learning
- Criterion G - Report the project

VI. ASSESSMENT RECORDING AND REPORTING

A. IB ASSESSMENT RECORDING AND REPORTING

Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. In some classes, students record this information, either in a portfolio or on a chart/ graph, so they can monitor their own progress. Finally, teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

B. GRADES AND REPORT CARDS

The need for a grade point average (GPA) for most post-secondary educational institutions prompts NCS to award letter grades, in addition to the IB levels of achievement. Currently, at NCS, IB levels of achievement are translated into a standardized point scale. The grade book is set up so that 70% of a student's grade is based on his/her MYP translated summative assessment scores and 30% is based on formative assessment scores.

IB Published Grade Boundaries

	Arts	Individuals & Societies	Language and Literature	Language Acquisition	Mathematics	Physical & Health Education	Sciences	Design (Technology)
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 in PowerSchools.

Final Mark	Descriptor
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.
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.
3	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.

4	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	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	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	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.

Individual teachers post grade updates regularly in the classrooms. Official progress reports are sent home with students at each mid-quarter, informing families of students' in-progress grades. At the end of each quarter, report cards are mailed home notifying families of students' final quarter grades, as well as overall semester grades. It is a requirement that teachers contact the family of any student earning a letter grade of a D or F (prior to the end of the term), so students can demonstrate their learning and possibly improve their grade. For more information on NCS's grading policy, please see the *NCS Family Handbook.*

IB recommends that grades do not include scores for formative tasks. In response to this recommendation, grades are based solely on IB summative assessment achievement levels.

At NCS, assessments are viewed holistically to determine the overall achievement of the student during the term.

C. SPECIAL EDUCATIONAL NEEDS ASSESSMENT

DATA 1. SPECIAL EDUCATION STUDENTS

The families and teachers of Special Education students receive communication through Individual Education Plan (IEP) progress reports.

2. ENGLISH LEARNERS

The families of students who receive English Learning support receive report cards to inform them of their students' performance within English Learning classes. In addition, Azella scores are sent home annually for English learners. Finally, teachers can find reports of AZella, and in the PowerSchools database.

VII. FAMILY AND STUDENT ACCESS

In order to form a cohesive team, dedicated to educational pursuits, it is necessary to keep families and students well-informed.

A. POSTED GRADES

Teachers post grade book print-outs regularly in their classrooms to inform students of their in progress grades, as well as missing formative and summative assessment tasks. With access to this information, students can take accountability for their education and advocate for their learning. Academic achievement progress is posted online in the Canvas and PowerSchools systems for student and parent access.

C. ASSESSMENT CALENDAR

All teachers have access to an electronic assessment calendar where AIMS, Azmerit and other testing is scheduled into the school year. The calendar is linked to our website so families and students can access this information outside of school.

D. APPROACHES TO LEARNING SKILLS FEEDBACK

The Approaches to Learning (ATL) skills are not awarded grades in the IB subject areas. However, subject-area teachers, and homeroom teachers, provide various forms of feedback on students' development of these skills. The ATL skills also serve as a platform for student self-reflection during student-led conferences and individual student-teacher conferences throughout the year. Each curriculum area on the NCS campus is responsible for student orientation and review of the specific ATLs during each year of the program.

E. STUDENT CONFERENCE PORTFOLIOS

In preparation for conferences in the fall and spring, students are provided with an opportunity to reflect on their progress across the subject areas. Students compile work and complete a reflection that demonstrates their level of understanding within each subject area, placing this information in their conference folders.

F. STUDENT-LED CONFERENCES

Conferences are held twice a year, providing families with two days during semester 1, and two days during semester 2 to formally discuss their students' progress. These conferences are led by students, as they share their conference portfolios with their families. During the conferences, students reflect on the learning process, their current level of achievement in each subject area, and the ATL skills and Learner Profile traits that have assisted them.

G. GRADE BOOK ACCESS

Our grade book system offers parent portal, so families can check on their students' progress with more independence and frequency.

VIII. RESPONSIBILITIES WITHIN THE NCS LEARNING COMMUNITY

The education of students is a collaborative effort, in which all stakeholders play an important role.

A. STUDENTS

Students are

expected to:

- Take responsibility for their learning
- Regularly reflect and self-assess
- Complete formative work in preparation for the summative assessment
- Know and use the assessment criteria while completing assessment tasks
- Produce quality work and use the assessment as a way to demonstrate their understanding and grow in their learning
- Submit work that is their own and represents their own efforts and abilities (see *Academic Honesty Policy* for more information)
- Turn in their summative assessment tasks on time
- Advocate for themselves in the event of needing an extension

B. FAMILIES

- Stay informed about their students' academic progress by regularly communicating with their students and the teachers
- Share important information about their students that may impact their academic performance
- Contact NCS teachers, staff, and/or administrative team with any concerns
- Attend conferences
- Provide feedback regarding their students' educational experience through completion of the family survey
- Check planners of students in MYP years 1-3 (grades 6-8)

C. TEACHERS

- Provide multiple and varied opportunities for students to demonstrate their learning
- Differentiate assessments to meet student learning needs
- Design assessments that fulfills the requirements of the *NCS Assessment Policy* and the *NCS Grading Policy*
- Use a variety of assessment strategies, tasks, and tools

- Inform students of the summative assessment task and expectations, prior to giving the summative task
- Give adequate time for the completion of assessment tasks
- Provide timely and meaningful feedback to students on assessment tasks
- Inform families if a student's letter grade is that of a D or F

IX. CONTINUED EDUCATION FOR STAFF ON CORE PRACTICES AT NCS

A. IB TRAINING FOR TEACHERS

A majority of our teachers have attended at least one IB MYP workshop in their subject area. Some teachers have been trained through Category 2, and several have received training through Category 3. These workshops provide helpful information about the objectives and assessment criteria for each subject area. Teachers learn invaluable information regarding assessment design and standardization of grading practices.

B. ASSESSMENT AUDIT

Staff at NCS attend annual professional development workshops presented both at the district level and on campus designed to guide teachers in professional self-reflection and collaboration, as they analyze the design of their summative assessment tasks. These workshops gave teachers

the tools to ensure that their IB summative assessment tasks fit the assessment criteria and allow students an opportunity to accurately demonstrate their learning.

C. DIFFERENTATION

The DVUSD provides staff training on construction of formative practices that provide opportunities to allow students to reach all levels of Bloom's taxonomy and Webb's Depth of Knowledge and scaffold their learning. Staff are presented opportunities through PLCs on campus to share and develop these practices throughout each school year. NCS teachers have gained knowledge in differentiating by content, process, and product, playing on students' strengths as learners, while providing a sufficient challenge to extend their learning.

D. COLLABORATION

Norterra Canyon School staff have been trained in interdisciplinary unit planning by Barry Goldwater High School educators. Utilizing the techniques taught in this seminar, teachers and support staff can more effectively work together during collaboration time. This allows us to discuss strategies, share ideas, plan curriculum, differentiate instruction, design authentic assessment tasks, and standardize grading practices. Collaborative time is provided weekly through the PLC system. Through this collaborative time we are able to better implement the IB MYP.

X. POLICY CREATION PROCESS

The Assessment Policy was created by the MYP staff of NCS staff in 2018-2019. The group met monthly to develop this policy, as well as other IB MYP policy documents. Participants included the Principal and Assistant Principal, all MYP teachers, the Librarian, and the IB MYP Coordinator. The committee follows an agenda aligned with the MYP Standards and Practices tied to assessment. A consensus policy was created along with a schedule for annual review and possible revision.

XI. COMMUNICATION OF ASSESSMENT POLICY TO NCS COMMUNITY

The Assessment Policy is shared with staff, families, and students in a variety of modes of communication. Staff members learn about the Assessment Policy during specific collaboration times set aside for policy study. Two evening meetings were held during the 2019-2020 school year to introduce assessment policy changes and practices to our community. We have an informational table set up during conferences, in the fall and spring, to inform families and students of the details of the policy. The policy is available on our website in written English form and will be translated into Spanish to accommodate our Hispanic population.

XII. REVIEW PROCESS

This policy will be reviewed and updated annually by Norterra Canyon and the surrounding community.

- Written September 2018
- Revised, January 2018

The next review of this policy will take place in collaboration between the Barry Goldwater High IB Management Team and representatives from Norterra Canyon School in October 2020.

XIII. BIBLIOGRAPHY

Barry Goldwater High School. *Assessment Policy.* Phoenix. 2017.

Bloomfield Hills Schools. *MYP Assessment Policy.* Bloomfield Hills, MI. 2014.

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

International Baccalaureate Organization. *Program Standards and Practices.* Cardiff: International Baccalaureate Organization, 2015.

Prairie Seeds Academy. *Assessment Policy.* Brooklyn Park, MN. 2013.

XIV. APPENDICES

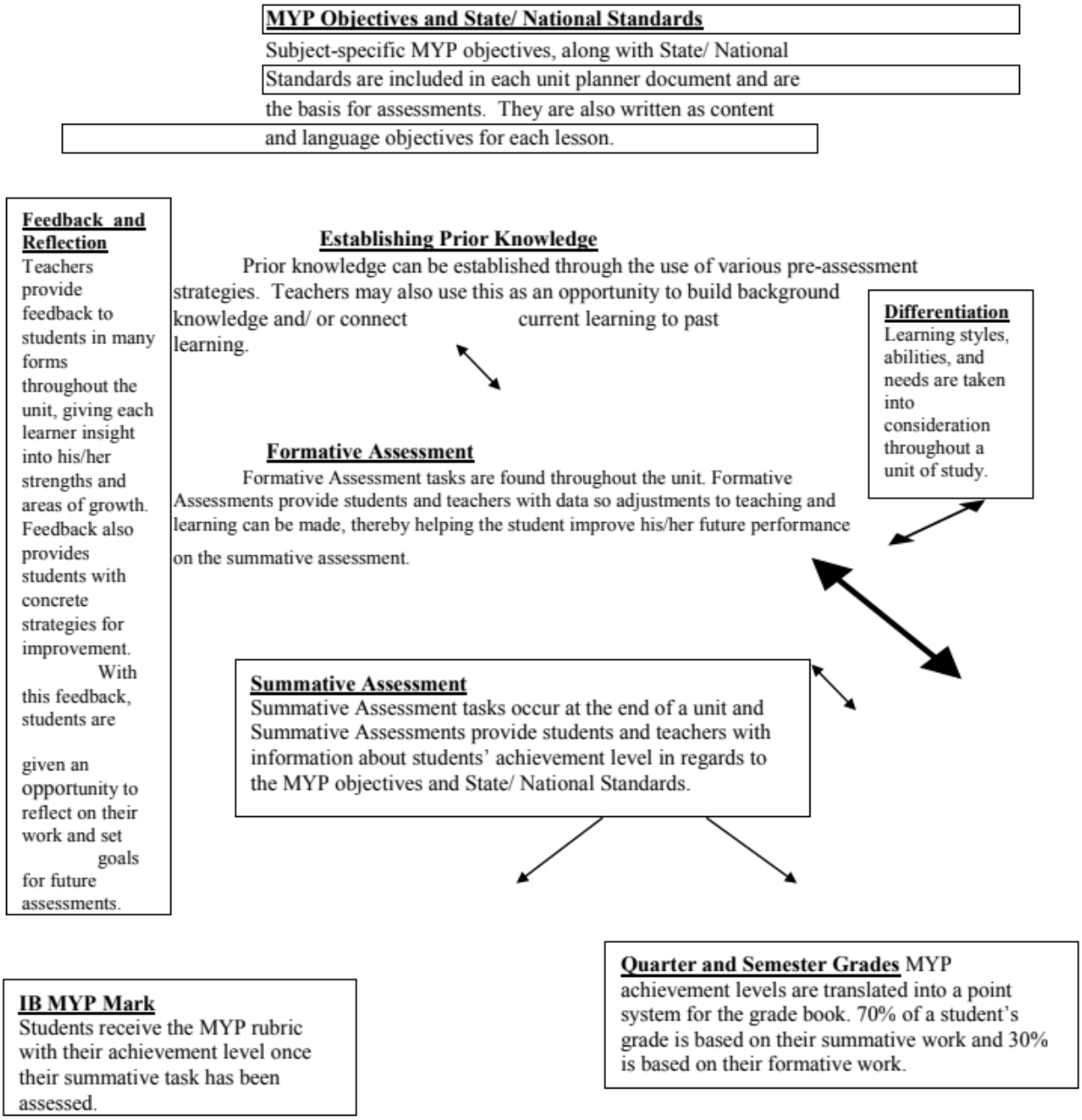
APPENDIX A: Glossary of terms

Abbreviation or Term	**Brief explanation**
AZella for ELLs	Assessing Comprehension and Communication in English State-to-State for English Learners
ATL	Approaches to Learning
	Two or more teachers working together to plan instructional units and

Collaboration	assessments, standardize grading practices, and/or analyze data.
Differentiation	Adjusting instruction based on students' needs.
ELL	English Language Learner English Language Learner Support
Formative assessment	Formative assessment takes place throughout a course of study and prepares students for the summative assessment task. Formative assessment informs teachers about student learning and guides instruction.
IB	International Baccalaureate
AZMerit	Arizona Comprehensive Standards Assessment
MYP	Middle Years Program
NCS	Norterra Canyon School
Summative assessment	While supporting student learning, summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, general at the end of a unit of study.

APPENDIX B: Assessment Practices during a Unit of Study

APPENDIX B: Assessment Practices during a Unit of Study



APPENDIX C: Standards and Practices

IB MYP Standard		Page(s) and section(s) in which standard is addressed in NCS's Assessment Policy
B1.5c	The school has developed and implements an assessment policy that is consistent with IB expectations.	whole document
C1.7	Collaborative planning and reflection is informed by assessment of student work and learning.	page 5- Principles of Assessment page 7- Assessment Practices: Planning of Assessment pages 8-9- Assessment Practices: External Assessments page 15- Assessment Practices: Common Assessment
C2.3	The written curriculum builds on students' previous learning experiences.	page 6- Four Principles of Good Practice: Valuing Prior Knowledge
	Teaching and learning engages students	page 3- Mission and Beliefs page 7- Four

C3.2	as inquirers and thinkers.	Principles of Good Practice: Extending Learning
C3.3	Teaching and learning builds on what students know and can do.	page 5- Principles of Assessment page 6- Four Principles of Good Practice: Valuing Prior Knowledge, Scaffolding
C3.5	Teaching and learning supports students to become actively responsible for their own learning.	page 3- Mission and Beliefs page 4- Purpose of Assessment
C3.13	Teaching and learning engages students in reflecting on how, what and why they are learning.	page 5- Principles of Assessment
C3.15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.	page 5- Principles of Assessment
	The school uses the prescribed assessment	pages 13-15- Assessment Practices:

C4.1a	criteria for each subject group in year 5 of the program.	Assessment Tools

C4.1 b	The school implements a coherent framework of assessment criteria aligned with the school's interim objectives.	pages 14-15- Assessment Practices: Summative Tools and Feedback
C4.1 c	Teachers standardize their understanding and application of criteria before deciding on achievement levels.	page 15- Assessment Practices: Common Assessment
C4.1 d	The school provides students with taskspecific	page 6- Four Principles of Good Practice: Scaffolding page 7- Assessment Practices: Planning for

	clarifications for assessment.	Assessment pages 14-15- Assessment Practices: Summative Tools and Feedback
C4.2	The school communicates its assessment philosophy, policy and procedures to the school community.	page 23- Communication of Assessment Policy to NCS Community

	IB MYP Standard	**Page(s) and section(s) in which standard is addressed in NCS's Assessment Policy**
C4.3	The school uses a range of strategies and tools to assess student learning.	pages 7-9- Assessment Practices: Methods page 10- Assessment Practices: Strategies pages 11-12- Assessment Practices: Tasks pages 13-15- Assessment Practices: Tools

C4.4	The school provides students with feedback to inform and improve their learning.	pages 13-15- Assessment Practices: Tools page 27- Appendix B
C4.5	The school has systems for recording student progress aligned with the assessment philosophy of the program(s).	pages 17-18- Assessment Recording and Reporting
C4.6	The school has systems for reporting student progress aligned with the assessment philosophy of the program(s).	pages 17-18- Assessment Recording and Reporting
C4.7	The school analyses assessment data to inform teaching and learning.	page 4- Purpose of Assessment page 5- Principles of Assessment page 13- Assessment Practices: Formative Tools and Feedback page 15- Assessment Practices: Common

		Assessment
C4.8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.	page 3- Mission and Beliefs page 4- Purpose of Assessment page 5- Principles of Assessment pages 17-18- Assessment Recording and Reporting page 20- Student led Conferences
C4.9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Middle Years Program personal project.	page 16- Personal Project

Norterra Canyon School is a candidate for the IB Middle Years Program.
For further information about the IB and its programs visit http://www.ibo.org.