



Aims of Assessment (Philosophy of Assessment)

- A. Supports student learning by providing opportunities for students to show their learning across disciplines.
- B. Promotes positive student attitudes towards learning that develop critical- and creative-thinking skills.
- C. Embraces a variety of cultural and linguistic contexts that reference the internationality of the program.
- D. Incorporates a variety of levels of knowledge and skills—recall, adapt and apply—to address questions and context.
- E. Facilitates student inquiry set in real-world contexts.
- F. Encompasses understanding of the whole course and not individual components.
- G. Informs, enhances, and improves the teaching process.

Common practices in using MYP assessment criteria and determining achievement levels.

- A. Rubric scores and overall level performances are based on Hunt IB Continuum of Learning.
- B. Hunt IB Continuum of learning posted in all classrooms, reviewed with students and parents multiple times a year.
- C. Formative assessments are measured by the IB criterion of the overall unit rubric in order to maintain alignment between MYP and District standards. Summative assessments are measured by the full criteria on the IB Continuum of Learning.
- D. Hunt uses standards referenced grading; we use the IB 1-8 Continuum to reflect proficiency levels but use traditional (A-E) grading scale on report cards.
- E. Common agreements of Standards Based Grading are established by staff based on the book, *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor.
- F. Students can retake assessments until they achieve proficiency. Student's proficiency will not be penalized for late submissions. Non-submissions will result in a score of no evidence (1).
- G. Thunder Rolls: at the end of each unit or quarter, students can have a fresh look, relearn, and redemonstrate their understanding of skills learned within the quarter and/or semester.
- H. Reflection Collection: once per quarter, students create a digital portfolio of a sample of their best work from each class.
- I. Each strand of each IB Criterion will be assessed twice a year.
- J. Standardization of assessments are calibrated through collaborative planning, data analysis, and reflections.
- K. Student grades reflect a progression of learning based on the learning continuum rather than an average of their scores.

Assessment Process/ Timeline

- A. Formative and Summative assessment will be on going throughout the year.
- B. State and district mandated assessments occur at times prescribed.
- C. IB task specific rubrics will be collaboratively developed with staff (ex: teachers and IB Coordinator, instructional coach etc) based on IB Criterion/strands.

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- D. To be consistent and more strongly aligned to the standards, staff (teachers, IB Coordinator, etc.) will use built in collaborative planning time to calibrate scoring as part of their reflective practice. (Same process will also be used for scoring of Community Project.)

Assessment Implementation

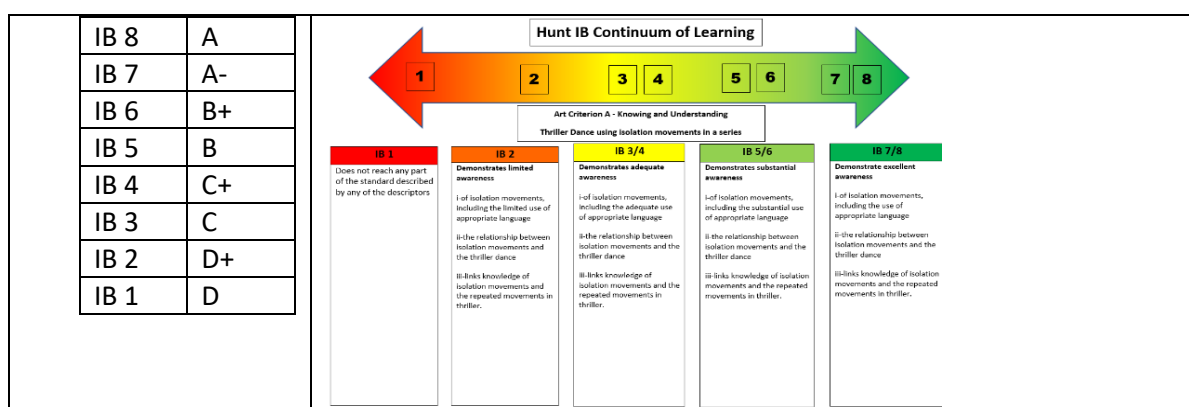
- A. Formative assessments are the daily activities provided to enhance instruction and achievement. These assessments are used to track student progress. Formative assessments play a lesser role in the calculation of students' final grades.
- B. Summative assessments take place as checkpoints throughout the unit to provide students with the opportunity to demonstrate what they have learned against a fixed set of standards.

Assessment Reporting

- A. Staff members will actively educate families/community re: Hunt Assessment policy through Family Events, newsletters, weekly phone calls and the Synergy platform.
- B. Teachers post grades on Synergy that are accessible for families in a timely fashion.
- C. Interim grades are mailed at the end of the 1st and 3rd quarter.
- D. Final grades are mailed at the end of each semester.
- E. Assessment information will be reported to students and parents through Synergy, ParentVue/StudentVue, conferencing, and/or reports sent home.
- F. Teachers and support staff will work with each student to calculate and understand their Grade Point Average (GPA) using their final grades.

Assessment Recording

- A. Teachers must translate achievement levels attained on an IB rubric into point totals that can be entered in the online grade book.



Types of Assessments

	Formative	Summative
Define	Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring.	Summative assessment takes place after the learning has been completed and provides information and feedback that

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	• measures student progress but it can also assess your own progress as an instructor. • Identifies areas that may need improvement. • may be graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).	sums up the teaching and learning process. High-stakes summative assessments typically are given to students at the end of a set point during or at the end of a unit of study to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment: they indicate whether the student has an acceptable level of knowledge-gain – is the student able to effectively progress to the next part of the class?
Examples	INBs, homework, labs, writing samples, quick write, exit tickets, observation,	Quiz, test, writing samples, project, performance, labs, exit tickets
Entry	When graded, Formative scores will be entered into the Synergy grade book	All summative scores will be entered into the Synergy grade book 1-8

**Policy is reviewed yearly by all staff through SCDM