

## ***Assessment and Reporting Policy***

### **Our Perspective/Philosophy on Assessment**

#### *What is Assessment?*

Assessment is the collection and analysis of formative and summative data about student progress. As an “IB for All” school, we believe assessment is fundamental in guiding teachers to enhance access to the curriculum for all students.

### **Purpose of Assessment**

#### *Why do we assess student learning?*

Assessment provides evidence of what the student knows and how he or she expresses what s/he knows. This enables the instructor to understand where to place emphasis in the future including remediation and new instructional strategies. Sturgis is aware that assessment will be used for a variety of purposes depending on the constituency, including parents, students, teachers, Board of Trustees, universities and the state of Massachusetts.

### **Assessment Principles**

#### *What must we bear in mind when designing and implementing assessment?*

Using the IB Learning Profile as a cornerstone of our school culture, Sturgis attempts to design a variety of valid and reliable assessments that are aligned specifically to the IB curriculum and provide students of differing learning styles the opportunity to demonstrate knowledge. Considering that our students come from a variety of home districts, we identify key knowledge and skills that we are attempting to teach and we strive to create valid tasks to assess these skills against IB criteria. Diagnostic tests are utilized by some teachers to define and understand the difficulties encountered by their students in order to make the appropriate adjustments. Reliability is ensured through the use of IB rubrics and other practices that align to IB standards; we maintain internal consistency on our individual assessments. Teachers utilize the IB subject guides, IB assessments, the IB Learner Profile, and other IB curriculum resources to shape their instruction, and strive to create valid assessments that reflect both the principles of their subject matter and also the actual learned curriculum of their students. We attempt to maintain a certain standard of accuracy by comparing earned IB marks and predicted IB grades. Sturgis also maintains accuracy because we receive feedback of moderated IB assessments and use them to inform future instruction. Through formative assessments we determine whether or not students have accessed the curriculum and whether or not they have met the expectations of the IB and the Massachusetts Curriculum Frameworks. When appropriate, assessment is designed cooperatively by teachers within and across departments to meet the needs of all students.

### **Reporting**

#### *Who do we inform of assessment criteria, grading practices and results achieved?*

Reporting involves but is not limited to the following:

- Student and teacher interaction
- To the class – trends that we see
- To parents -written reports to parents and students (progress comments and grades)
- To staff (during orientation and professional development days)
- Student Support Team (Associate Director, guidance counselors, nurse, and two faculty representatives)
- Student and academic advisor interaction
- Student and guidance counselor interaction
- Teacher, guidance, parent, (resource room teacher and special education coordinator, if applicable) and student interaction, often with aid of student writing portfolios
- Board of Trustees
- State of Massachusetts

- Universities
- Community at large
- Massachusetts Charter School Office

### **Assessment Practices**

*How do we assess student learning?*

*Formative:* Teachers will provide on-going, definitive evaluations to ascertain where the student is, where they need to be and what steps might be necessary to help them accomplish their goal. The following Sturgis practices are examples of this type of assessment. These assessments will drive instruction.

Practices include but are not limited to the following:

- *Observations*
- *Mock Exams*
- *Oral and written commentaries with application of rubric criteria*
- *Inquiry based labs*
- *Athletic techniques*
- *Peer evaluated group presentations*
- *400 word essay to "re-take" a failed quiz*
- *Class discussion contributions*
- *Peer Assessment*
- *Journals*
- *Process-focused assessment*
- *Open-ended tasks*

*Summative:* Teachers provide evaluations that are used to end a specific section of their course. These provide the student and teacher with evidence of whether the original benchmarks have been met. These assessments give the teacher insight on what might need to be altered in the future. The following Sturgis practices are examples of this type of assessment.

- *Selected response*
- *Portfolios*
- *Vocabulary quizzes*
- *Essays on literature*
- *Research projects*
- *Oral reports*
- *Reading quizzes for comprehension*
- *Book tests*
- *Unseen commentaries*
- *Creative Writing*
- *Flash cards for vocabulary*
- *Performances*

### *Revisions*

Revisions to this document will occur bi-annually or as the need arises based on changing student populations.

### *Communication*

This document is available to all segments of the Sturgis community via the school's website. The document will also be highlighted at parent information evenings.

*Works Cited*

Principals' Training Center for International Schools. *Assessing Student Learning*. Cummaquid, MA: Principals' Training Center, 2009. Pp.193-212. Print.

International Baccalaureate Organization. *The Diploma Programme: From principles into practice*. Cardiff: International Baccalaureate Organization, 2005. Pp. 35-39. Print.