



Loomis Basin Charter School IB World School Assessment Policy

Philosophy of Assessment

Assessment at Loomis Basin Charter School encompasses the processes of collecting, measuring, analyzing and reporting data of what students know and can do. How and when we evaluate students directly informs planning, teaching and learning. Effective assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment determines students' levels of understanding using formative assessment which seeks to identify their learning needs as they engage with subject content; and summative assessment which serves to support student learning and contribute to the determination of an achievement level at the end of a learning period. Assessment is managed through an active partnership among all stakeholders: students, teachers, and parents/guardians.

Principles of Assessment

- ❖ Assessment is key to planning, teaching and learning;
- ❖ Assessment practices are clear and concise to all members of the community (i.e., teachers, parents, and students);
- ❖ Assessments are paced and grade-level appropriate;
- ❖ There is a balance between formative and summative assessment;
- ❖ There are opportunities for both peer and self-assessment;
- ❖ There are opportunities for students to reflect on their own learning;
- ❖ Teachers provide students with feedback for future learning;
- ❖ Assessment is diverse and varied to address different learning styles;
- ❖ Assessments are meaningful and relevant to the student;
- ❖ Assessment is connected to California Common Core Standards;
- ❖ Assessment is connected in the MYP to Subject Objectives, IB Learner Profile, Global Context, and Approaches to Learning;
- ❖ Assessment is connected in the PYP to IB Learner Profile, Transdisciplinary Skills, and Key Concepts

IB MYP Assessment

The IB Middle Years Program is an educational framework built around eight core subjects that are designed to be taught through five interactive focal themes known as **Areas of Interaction**. These are:

- ❖ Approaches to Learning
- ❖ Community and service
- ❖ Environments
- ❖ Human Ingenuity
- ❖ Health and Social Education

The single most important aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance that provide timely feedback to students on their performance. MYP assessment aims to identify what students know, understand, can do and feel at different stages in the learning process, and to provide a basis for practice. Teachers actively engage in writing assessment criteria (grades 6-8) that are challenging, engaging and age-appropriate. Assessment also plays a significant role in the development of Approaches to Learning (ATL), which encourages students to sharpen their research skills, become more organized, work more effectively within groups and develops critical thinking and problem-solving skills.

- ❖ Assessment rubrics contain matrixes for measuring student performance;
- ❖ Unit task assessments measure progress that students in grades 6-8 are making to successfully meet, as well as IB standards based on modified objectives and assessment rubrics.

The assessment criteria and point values vary for each of the eight subject area groups, but are derived from the following four core components of the MYP:

- ❖ **Knowledge:** Facts that the student should be able to recall to ensure competence in the subject;
- ❖ **Understanding:** How the student will be able to interpret, apply or predict aspects of the subject;
- ❖ **Skills:** Shown through tasks that allow the student to apply what has been learned to a new situation;
- ❖ **Attitudes:** Ways in which the student is changed by the learning experience.

Assessment Reporting

- ❖ Through various methods (i.e. electronic grade books, one-on-one conferencing, peer assessment, etc.), students are provided with accurate and prompt feedback about their current levels of achievement and how/what they need to do to improve.
 - ❖ Assessment is recorded using electronic grade book programs; the grade books are accessible to parents and students at all times through Aeries- Parent Portal.
 - ❖ Rubric scores and overall student performance are then converted to the percentage based grading system.
 - ❖ Content area classes implement assessments that are scored with rubrics that align with CA Common Core Standards and support the IB MYP Criteria for content area and grade level
 - ❖ Students' progress is reported from Aeries- Par via email at the mid-term of each trimester.
 - ❖ A percentage based grading scale is used to report three times per year at the end of each trimester on student report cards.
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- ❖ MYP Assessment is criterion-related in all MYP subjects. Students are provided with rubrics that define expectations and align with the appropriate criteria across all content areas.
 - ❖ Students are assessed against each of the MYP criteria a minimum of twice over the course of the year in all subject areas.
 - ❖ IB MYP Criterion-related Progress Reports are reported two times per year reporting on all 8 MYP Subjects.

IB PYP Assessment

The focus of assessment in the IB PYP is to help students develop the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take action. Students, parents, staff and administration must have a clear understanding of what is being assessed, the criteria for success and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

The PYP assessment is divided into three components:

Assessing- how we discover what students have learned

Recording- how we make notes of our findings about what students have learned

Reporting- how we pass that information on to our parents, administration and other parties directly involved in students' learning

Why do we assess?

- ❖ To promote continuous student learning and growth
- ❖ To guide students through five essential elements of learning contained in PYP (concepts, knowledge, skills, attitudes, and action)
- ❖ To celebrate what students can do
- ❖ To set goals and plan for future student growth
- ❖ To evaluate the effectiveness of the learning program

What do we assess?

- ❖ Understanding of concepts
- ❖ Acquisition of knowledge
- ❖ Mastery of skills
- ❖ Development of attitudes
- ❖ Decision to take action
- ❖ Demonstration of the attributes of the IB learner profile
- ❖ Student progress and performance in the following areas: Language arts, mathematics, social studies, science, arts, and physical education

When do assessments take place?

Assessment is a continuous process that allows teachers, parents, and children to identify areas of strength and areas that need improvement. It is a daily activity at LBCS and takes various forms. There are two main categories of assessment:

Formative Assessment is interwoven with daily learning and helps teachers and students find out what students already know, understand and can do in order to plan for further

student learning and growth. Formative assessment occurs throughout a learning unit or process.

Summative Assessment takes place at the end of a learning unit or process. It is a chance for students, teachers, and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed.

How do teachers record student progress?

Teachers use a variety of assessment tools to record student progress in the PYP, including rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks, and narrative records.

How is student growth reported to parents?

- ❖ Report cards (3 times a year)
- ❖ IB learner profile reflection form (2 times a year)
- ❖ Student -led conferences (held in fall)
- ❖ Parent-Teacher, Teacher-Student and Parent conferences (held throughout the year)
- ❖ Unit of Inquiry progress reports (after each unit of inquiry depending on grade level)
- ❖ Teacher communication with parents via e-mails, phone calls, and face to face meetings.
- ❖ Portfolios (shared once a year at Open House)

Assessment Practices at LBCS

At LBCS we are committed to utilizing a wide variety of testing methods and formats to assess our students' knowledge, growth and ability to apply skills and concepts. All teachers will be responsible for setting aside time at the end of each trimester for student self-reflection during the context of any and all classroom activities. The following types of assessments will be used:

- ❖ pre- and post-tests;
- ❖ formative assessments collected throughout the learning process;
- ❖ summative assessments which take place at the end of the specified unit;
- ❖ rubrics used to judge student work in relation to identified levels of attainment;
- ❖ student-led conferences with parents;
- ❖ self-assessments;
- ❖ written responses and reflections;
- ❖ essays and reports;
- ❖ class discussion and student projects;
- ❖ Renaissance Learning;
- ❖ STAR- California Standardize Testing and Reporting (Science only – grade 5th & 8th)
- ❖ Smarter Balance Assessment
- ❖ teacher-made tests, quizzes and projects;
- ❖ 5th Grade Exhibition
- ❖ 8th Grade Culminating Project;
- ❖ report cards (grades K-8th) (three times per school year);
- ❖ interim progress reports (grades 4th-8th) (three times per school year);
- ❖ MYP Progress Reports based on work assessed using IB modified assessment criteria (grades 6-8). (reported two times per school year)

Adopted by consensus of the faculty on



Loomis Basin Charter School IB World School Staff Essential Agreements for Assessment

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The faculty shall agree that:

- ❖ Assessment is key to planning, teaching and learning;
- ❖ Assessment practices are clear and concise to all members of the community (i.e., teachers, parents, and students);
- ❖ Assessments are consistent and grade-level appropriate;
- ❖ There is a balance between formative and summative assessment;
- ❖ There are opportunities for both peer and self-assessment;
- ❖ There are opportunities for students to reflect on their own learning;
- ❖ Teachers provide students with feedback for future learning;
- ❖ Assessment is diverse and varied to address different learning styles;
- ❖ Assessments are meaningful and relevant to the student;
- ❖ Assessment is connected to California Common Core Standards;
- ❖ Assessment is connected to the MYP Subject Objectives, IB Learner Profile, Global Contexts, Approaches to Learning, Key Concepts, and Transdisciplinary skills.

Furthermore, the faculty agrees to:

- ❖ work with students in the preparation and evaluation of student-led conferences
- ❖ utilize a wide variety of assessment methods and formats which guide all students through:
 - The four core components of the MYP: knowledge, understanding, skills and attitudes
 - The five essential elements of the PYP: concepts, acquisition of knowledge, skills, attitudes, and action
- ❖ assess student performance in a minimum of two summative assessments for each criterion, graded according to modified IB assessment criteria.