

Agassiz Elementary School International Baccalaureate*

Primary Years and Middle Years Programme

Assessment Policy

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**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

Section 1: Introduction

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Agassiz Mission Statement

Our Mission

Our promise is to provide a nurturing and rigorous learning environment. We will instill within our students a love of learning by identifying their positive distinctions through academics, the arts and athletics. We empower students to be responsible, contributing members of an international community.

Our Vision

As a result, Agassiz students strive to be life-long learners who are persistent problem solvers, are inquisitive about the world, have a strong sense of self, and articulate their thoughts, feelings, and ideas through ongoing reflection.

Agassiz students strive to be empathetic by understanding different perspectives while being mindful of their unique viewpoint.

Agassiz students strive to be caring and principled, and to possess a foundation of knowledge that enables them to build a more peaceful world.

Section 2: Assessment in the Primary Years and Middle Years Programmes

Assessment Philosophy

Agassiz School believes assessment serves an important role in providing students, teachers, and parents with information that highlights, as well as supports student learning across a developmental continuum. Therefore, we aim to design and utilize assessments that identify students' strengths, as well as the areas in need of growth for the purpose of providing meaningful feedback to students and their families throughout the school year. Assessments at Agassiz further reflect the educational core values of our school, evident in our mission and vision, as well as the IB Mission Statement. We strive

to use assessment as a vehicle for self-reflection and goal setting with students, ensuring an emphasis on growth and process rather than product and achievement.

Assessment for, as, and of Learning

Assessment **for** learning is student-centered and involves the entire learning community. It begins with the assessment of prior knowledge to determine what students already know. Pre-assessment data is gathered by teachers to help determine the learning engagements that will best support students in making connections between their prior knowledge and current learning.

At Agassiz, teachers use pre-assessments to determine what students know and are able to do at the start of each unit of inquiry using a variety of assessment tools.

Assessment **as** learning promotes the students' role in assuming greater responsibility throughout the learning process. Students are encouraged to design, manage, and measure their own learning through self assessments and self-reflections. Assessment as learning provides students with opportunities to self-adjust their future learning.

At Agassiz, teachers provide students with opportunities to self-reflect on the learning process, as well as self-assess on their progress in order to set new learning goals for themselves. Teachers also use formative assessments to adjust their instruction based on student need.

Assessment **of** learning is an important part of the learning process, as it allows teachers and students to gauge their acquisition of knowledge, concepts, and skills during the inquiry process.

At Agassiz, teachers design summative assessments that allow students to demonstrate their understanding of the knowledge, concepts, and skills gained throughout the unit in a variety of ways.

Assessment Overview

At Agassiz, several different mandated local and state assessments are administered. The purpose of these assessments is to inform instruction, monitor student growth over time, and to identify, as well as support individual students' needs.

<p style="text-align: center;">Examples of District Tests</p> <ul style="list-style-type: none"> ● NWEA ● REACH performance tasks 	<p style="text-align: center;">Examples of State Tests</p> <ul style="list-style-type: none"> ● ELL Screeners: Pre-IPT, WAPT ● ACCESS ● IAR (Illinois Assessment of Readiness) ● DLM (Dynamic Learning Map) ● Illinois Science Assessment (5th & 8th grade)
<p style="text-align: center;">Teacher Developed Assessments</p> <ul style="list-style-type: none"> ● Pre-assessments ● Formative assessments ● Summative assessments ● Teacher created or adapted writing tasks with rubrics 	<p style="text-align: center;">School-Based Assessments</p> <ul style="list-style-type: none"> ● Benchmark Assessment System for Guided Reading Levels ● STAR Reading ● STAR Math ● Developmental Spelling Inventory ● Reading Fluency Snapshots ● Math Fluency

Forms of Assessments

At Agassiz, assessment is an integral component of teaching and learning. Various formative and summative assessments are used throughout each unit to guide instruction and inform parents, students, and teachers of student progress. Formative assessments provide ongoing information needed to adjust teaching and learning throughout the unit while summative tasks are used to measure student learning against the learning goals and success criteria at the end of a unit. The following table outlines the purpose and provides examples of each form of assessment. Please note these are only examples, not an exhaustive list, of the assessments used at Agassiz.

Assessment	Purpose	Examples may include...
Pre-Assessment	<ul style="list-style-type: none"> ● Allows teacher to gather information regarding students' prior knowledge ● Demonstrates what students can do independently ● Guides instruction 	<ul style="list-style-type: none"> ● Visible Thinking Routine (i.e. See, Think, Wonder) ● Concept Map ● KWL charts ● Surveys, questionnaires, and inventories ● Process journals

Formative Assessment	<ul style="list-style-type: none"> ● Informs instructional practice ● Determines need for further re-teaching ● Gives teacher guidance on how to differentiate instruction ● Provides practice of skill taught ● Gauges program effectiveness ● Allows for student goal setting 	<ul style="list-style-type: none"> ● Individual conferences ● Exit slips ● Homework checks ● Quizzes ● Checklists ● Process journals ● Anecdotal records ● Reflections/self-evaluations ● Visible Thinking Routines (i.e.3-2-1 Bridge, Tug-of-War)
Summative Assessment	<ul style="list-style-type: none"> ● Communicates learning expectations ● Provides the basis for evaluation ● Gauges program effectiveness 	<ul style="list-style-type: none"> ● End of unit tests ● Performances ● Projects ● Essays ● GRASPS Tasks (<i>see appendix</i>) ● Visible Thinking Routines (i.e. I used to think, now I think)

Monitoring, Documenting, Measuring, and Reporting Progress

We believe students, parents, and other stakeholders are essential partners in the success of our learning community. Teachers use a range of tools to monitor, record, measure, and report on student learning in order to ensure there is ongoing communication between all stakeholders. The following tools are used to document and communicate student progress:

- District-wide Assessment Calendar
- Progress Reports
- Quarterly District Report Card
- ASPEN Parent Portal
- Classroom Handbook
- Parent-Teacher Conference
- Student Led Conferences
- IEP Meetings
- Rubrics
- Process Fairs
- Website Updates
- Monthly/Weekly Classroom Newsletters
- Quarterly IB Newsletter
- Digital Student Portfolios
- IB MYP Report Card (2021-22 SY)

All students in grades K-8th grade receive a written report quarterly, as well as a mid-quarter

progress report. These reports provide parents and students with information regarding a students' progress over time using the CPS grading scale. Teachers at Agassiz are required to use ASPEN as a tool for recording and reporting grades, and parents have access to the ASPEN Parent Portal beginning in First Grade as a tool to monitor their child's progress. Parents are also encouraged to reach out to their child's teacher with questions regarding their child's progress via email and/or an in-person conference, as Agassiz teachers use a variety of assessment tools to monitor and communicate student progress throughout the school year outside of the district mandated report card.

Middle Years Programme Assessments

MYP teachers evaluate student performance by creating assessments that align with subject specific MYP criteria. These summative tasks assess the objectives of each subject, and must be assessed at least twice per year. During common planning time, teachers across subject areas and grade levels do the following:

- Create subject group overviews which include the MYP objectives being taught
- Discuss summative tasks in order to create an authentic, real-world application (see Section 5)
- Write task specific clarifications of the IB rubric in student friendly language (see Section 5)
- Standardize MYP assessments
- Reflect on student achievement, summative tasks, and MYP rubrics, including the task specific clarification

MYP teachers provide students with feedback and their proficiency in IB subject area objectives by sharing 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. Teachers offer specific written feedback on the rubric to help students improve on future summative tasks. Students use this feedback to reflect on their work – highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

All CPS schools report student progress using a lettered grading scale. At Agassiz, IB levels of achievement are translated into a standardized point scale that is entered into ASPEN as one or more assessments for the quarter.

MYP Score	8	7	6	5	4	3	2	1	0
Conversion	100	95	89	85	79	75	69	65	59
Grade	A	A	B	B	C	C	D	D	F

Section 3: Communication and Annual Review

Communication of Assessment Policy

The Agassiz PYP/MYP Assessment Policy is provided to teachers and families in the school community. During grade level team meetings, teachers review, as well as use the PYP/MYP Assessment Policy as a guide when developing their units of inquiry. The policy is available on the Agassiz school website to the school community and provided to families during report card pick up. The IB coordinators provide updates to school policies to members of the governing body, the Local School Council (LSC).

Review of the School Assessment Policy

A committee of IB PYP and MYP teachers, as well as school administration review this policy annually to make any warranted changes.

Section 4: Glossary

Criterion-related Assessment

An assessment process based on determining levels of achievement against previously agreed criteria. MYP assessment is criterion-related.

Formative Assessment

Ongoing assessment aims to provide information to teachers and students on the learning process. Formative assessment is also directly linked to instruction and helps to improve student performance.

Performance Based Assessment

A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency.

Pre-Assessment

A tool used to measure students' prior knowledge, experience, and/or skill before a new unit of study or learning experience.

Summative Assessment

The culminating assessment for a unit, term or course of study. Summative assessments are designed to provide information on the student's achievement level against specific learning goals and success criteria.

Section 5: Example of GRASPS Tasks and MYP Rubric
Language and Literature Year 2

GRASPS Task: Sharing My Story

Goal: Your goal is to write a series of vignettes that highlight significant moments in your life.

Role: You are a member of your family who is being asked to produce a series of vignettes to pass down to future generations of your family as an heirloom--something that will help future generations understand who you are.

Audience: Your audience will be your family members in generations to come who are trying to learn more about family members from the past--that includes you!

Situation: Your family members have decided that it would be a good idea to document moments of their lives to share with future generations. Think of it as a sort of time capsule in written form. You will create a set of vignettes to share significant moments in your life with future family members.

Product, Performance, and Purpose: You will create a set of vignettes that highlight significant moments in your life. Your final product will be a set of vignettes that share part of your story and tell others a little bit about who you are. The purpose of this is to document important moments in your life that helped shape who you are today, so that future generations of your family can understand where they come from.

Standards and Criteria for Success:

B) i, ii, iii

C) i, iii

Criterion B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

Achievement Level	Level Descriptor	Student- Friendly
0	The student does not reach a standard described by any of the descriptors below.	The student does not submit a project.
1-2	The student: <ul style="list-style-type: none"> i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention 	The student does not follow key elements of task requirements and process. The format does not reflect the proper structure for a vignette. Errors in mechanics significantly distract the readers' understanding. The vignettes and events in the vignettes are not organized in an effective or logical way, which makes it difficult for the reader to follow in a clear way.
3-4	The student: <ul style="list-style-type: none"> i. makes adequate use of organizational structures that service the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention 	The student follows some of the task requirements and process. The format is inconsistent throughout and the errors in mechanics impact readers' understanding. The student utilizes a structure that is somewhat organized and uses some details that make the significant moments clear. Events may be disjointed or not presented in a logical manner.
5-6	The student: <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	The student accurately follows task requirements and process. The format is mostly uniform throughout and the few errors in mechanics do not impact overall readability. The student utilizes a structure that is mostly organized and proficiently writes to make events believable. The vignettes sound natural, but there may be a lack of flow in the text produced.
7-8	The student: <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style 	The student accurately follows task requirements and process. The format is uniform throughout and the presentation is polished with proper use of mechanics. The student utilizes a structure that is well organized and effectively uses language that is believable and cohesive. The vignettes sound natural and there is clear flow in events that are relayed.

Criterion C: Producing Text

i. produce texts that demonstrate thought and imagination while exploring new perspective and ideas arising from personal engagement with the creative process

iii. select relevant details and examples to support ideas

Achievement Level	Level Descriptor	Student- Friendly
0	The student does not reach a standard described by any of the descriptors below.	The student does not submit a project.
1-2	The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas iii. selects few relevant details and examples to support ideas	The student creates a set of vignettes that is too brief to accurately portray the personality and traits of the writer. The student references very few details from their significant moments to support their ideas. The student simply lists events with no context or details. Few vignettes have a title that is reflective of the event that is being shared.
3-4	i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas iii. selects some relevant details and examples to support ideas	The student creates a context for their vignettes and incorporates some original thoughts. Some elements of the author's personality and perspective are conveyed, but some are left to the reader's interpretation. The student uses some details from their significant moments to support their ideas. Some vignettes have a title that is reflective of the event that is being shared.
5-6	i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas iii. selects sufficient relevant details and examples to support ideas	The student creates a context for their vignettes that is mostly present and evident throughout each one. Elements of the author's personality and perspective are mostly conveyed, but are mostly told directly, without the use of any indirect characterization. The student uses a considerable amount of details from the story to support their ideas. Most of the vignettes have a title that is reflective of the event that is being shared.
7-8	i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas iii. selects extensive relevant details and examples to support ideas	The student creates a context for their vignettes that is fully present and evident throughout each one. The author's personality and perspective are highly communicated throughout and extend beyond the direct evidence from the text. The student uses extensive details from their significant moments to support their ideas. Every vignette has a title that is reflective of the event that is being shared.

Section 6: Works Cited

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