



*Johnson K-8 School of International Studies*  
**Assessment and Reporting Policy**  
**2023-2024**



**1. What are our rights and responsibilities regarding assessment?**

Our beliefs (Teachers will)

- Drive instruction (focus on pre-assessment)
- Use a balanced variety of tools
- Provide students with multiple opportunities to choose how they will share their learning throughout the year
- Use a balance of formative, summative, teacher, self and peer assessments
- Provide specific feedback promptly after assessments
- Ensure data is transparent
- Believe that all students have the ability to learn

Our beliefs (Students will)

- Reflect on their learning and feedback
- Set goals and reflect on their progress
- Have an active role in developing and sharing their assessments with others
- Believe they have the ability to learn
- Take risks and learn from their mistakes

Our beliefs (Admin will)

- Ensure data is transparent
- Support school staff/students
- Believe that all students have the ability to learn

Our beliefs (Parents will)

- Support school staff/students
- Communicate as needed
- Believe that their child(ren) have the ability to learn

**2. Why Do We Assess Students' Work?**

Philosophies of Assessment

- To identify students' strengths and weaknesses to guide instruction for all learners.
- To determine prior knowledge.
- To check progress, monitor grade level benchmarks, and communicate to all stakeholders.
- To drive the focus of our Professional Learning Communities.
- To help the students know where they are, reflect and set goals.
- To guide and check the effectiveness of curriculum development.

**3. What are our practices regarding assessment?**

Essential Agreements of Assessments (We will)

- Use pre-assessments, formatives and summatives in all academic areas.
- Use peer, self and teacher assessments to guide instruction.
- Give regular specific feedback for reflection on students' learning.
- Keep clear and accurate records of assessments.
- Inform and involve students in the development of assessments.
- Use the Gifted Frameworks, ESOL, and ESE strategies to differentiate assessments.

#### **4. How We Assess?**

##### **A. Types of Assessments**

- Pre-assessment – Given before any unit of study to determine prior knowledge and plan instruction accordingly.
- Formative Assessment – Several should be given throughout any unit of study to check in on student learning and direct further instruction.
- Summative Assessment – Given at the end of any unit of study to assess transfer of knowledge and understanding of objectives and/or central idea.
- Self-assessments- Reflection of student work and growth.
- Peer-assessments- Reflection of collaboration between students.

##### **B. Assessment strategies**

- Observations – All students are observed regularly with a focus in whole group, small group and individual.
- Performance assessments – Students will have opportunities to apply problem-solving skills in different scenarios.
- Process-focused assessments – Students are observed regularly, and the observations are recorded by noting behaviors. A system of note taking, and record keeping is creating through checklists, inventories and learning logs for collecting observations.
- Selected responses – Single occasion, one-dimensional exercises through the use of tests and quizzes.
- Open-ended tasks – Situations in which students are presented a scenario or task and asked to communicate an original response, which might be a written answer, a drawing, a diagram or a solution.

##### **C. Assessment tools**

- Portfolios – It is a collection of ongoing work to document student growth, achievement and reflection.
- Rubrics – These are an established set of criteria to rate student work on a predetermined scale. Rubrics can be developed collaboratively with students and teachers.
- Checklists – These are lists used to indicate mastery of skills, concepts and objectives.
- Anecdotal records – These are brief written notes based on observations, interviews or research of students. Teachers use this as a tool to document conferring in all areas.
- Exemplars – These are samples of students' work that serve as concrete standards against which other samples are judged.
- Continuums – These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

#### **5. When do we assess? What are our school practices?**

##### **Assessment Instruments**

- Students Grades - Based on a combination of formative and summative assessments such as tests, quizzes, homework assignments, class work, and projects.
- District and State assessments are used twice annually in the Fall and Winter and a summative assessment is given in the Spring in reading, writing, math, science, and civics. The scores from these assessments are used for informational purposes only to guide and to place students in appropriate courses for the next school year.
- Student Progress Reports – Issued for parents and students midway through the quarter to indicate areas of strength, areas requiring improvement, and current grade average and conduct.
- Gradebook Categories - Academic departments have the same gradebook categories and gradebook category weights.
- Failing Students – Teachers are required to contact parents when student grades drop to “F” and/or student is struggling with classroom behavior.
- Report Card – Student report card grades are issued quarterly.

## MYP Assessments

- Students are assessed using the Middle Years Programme Subject Criteria.
- Rubrics are designed by IB and made task specific by teacher.
- Teachers use the Approaches to Learning (ATL) chart to assess students' development of their communication, social, self-management, research, and thinking skills.
- IB grades are recorded in Focus gradebook program using the MYP achievement level conversion chart below.
- Students reflect on their IB assessment and ATL feedback twice a year.

### MYP Assessment Criteria for all Subjects

MYP Subject Group	Criterion A (0-8)	Criterion B (0-8)	Criterion C (0-8)	Criterion D (0-8)
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real life contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving on performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

### MYP achievement levels conversion table

MYP Criterion Level	Johnson MYP grade conversion
Level 8	100
Level 7	95
Level 6	90
Level 5	85
Level 4	75
Level 3	70
Level 2	65
Level 1	55

### **8<sup>th</sup> grade Community Project**

- In addition, students in 8<sup>th</sup> grade complete the MYP Community Project. Projects are evaluated on the criteria of investigating, planning, taking action, and reflecting. Students present their project to a team of staff members who evaluate the project and final grade is given by IB coordinator.

### **Professional Development**

- Reflect on and discuss assessment policies and practices during faculty meetings, PLCs, and other professional development.
- Teachers participate in Professional Development related to assessment based on the current needs and best practices of the IB Middle Years Programme.
- Teachers are expected to incorporate new learning and best practices into teaching and learning.

*\*We will reflect on our assessment policy to make revisions on an annual basis to represent our new learning.*