Schutz Assessment Philosophy and Procedures

Record of document review and latest revision				
Revision Number	Date	Person Responsible for Revision	Signature	Date of Next Review
0				
1				
2				
3				
4				

Contents

Identity, Mission, Core Values, and Aims

Identity Statement:

Schutz American School is a non-profit, U.S. accredited college preparatory school. SAS educates the whole person, promoting service and action, in a family environment that is safe, caring, and supportive.

Mission Statement:

The mission of the Schutz American School family is to provide a premier education empowering all of our students to pursue their passions as confident global citizens.

School Motto: "Schutz is Family"

Schutz Core Values:

Respect - Responsibility - Resilience - Compassion - Integrity

Aims:

Identity:
All our students will discover their passions and grow in understanding of their personal strengths.

Competencies:
All our students will achieve educational outcomes that are challenging and relevant, motivating them to go beyond.

Agency:
All our students will contribute as confident global citizens.

Philosophy and Practices

Assessment Philosophy

Schutz American School believes that student assessment informs and improves teaching and learning. Assessment provides continuous evidence of our students developing their knowledge, skills and dispositions to fulfill their pursuit as confident global citizens.

Key Principles of Assessment Practices:
- At Schutz, students and teachers use feedback to improve learning, teaching and assessment. (IB Standards and Practices, 0404-01)
- Schutz uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (IB Standards and Practices, 0404-02)
- Schutz administers assessment consistently, fairly, inclusively and transparently. (IB Standards and Practices, 0404-03)
- Assessments should be opportunities for students to consolidate their learning. (IB Standards and Practices, 0404-04)

Key Outcomes of Assessment Practices:
- Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. Schutz learners will reflect, set goals and take action toward those goals.
- Teachers become more effective when they continually learn about what students know and can do. Schutz teachers will reflect on data, adjust instruction, and offer constructive feedback.
- Parents become more informed when they understand the learning goals and the progress their child is making. Schutz parents will extend the students' understanding and development of skills outside the classroom; and contribute through sharing insights.
- Schools have a big impact when PLCs use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. The Schutz administrative team will target resources and support priorities and professional development needs based on the data.

Assessment Practices

Schutz uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching, and learning.

Types of Assessment

Pre-Assessments occur before beginning new learning in order to uncover prior knowledge and experiences before embarking on new learning. Pre-assessments determine current levels of knowledge, skills, and performance, to diagnose possible needs, and to guide future learning. Some examples can include: KWL (What do you know? What do you want to know? What have you learned?) charts, class discussions, mathematics and language arts skills tests, questionnaires, and written responses.

Formative Assessments are incorporated into the daily learning process. It provides teachers and students with information about how the learning is developing. It is used to help the teacher plan the next stage of learning. Some examples can include: teacher observation, individual teacher-student interviews, self-assessment and peer assessment.

Summative Assessments occur at the end of a teaching and learning cycle. It gives students an opportunity to demonstrate what has been learned by applying their knowledge in new and authentic ways. Some examples can include: reports, explanations, plays, presentations and exhibitions. Commonly used assessment tools can include checklists, rubrics and anecdotal notes.

Benchmark Assessments are given periodically throughout a school year to establish baseline achievement data and measure progress toward an academic standard or goal.   Examples can include: Measures of Academic Progress (MAP) in math, reading and science, as well as Fountas and Pinnell Benchmark Assessment System in reading.

Exhibition, in grade 5, students will participate in the PYP Exhibition. The Exhibition will be a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of the five essential elements of the programme: Knowledge, Concepts, Skills, Attitudes

and Action. Exhibition will provide an authentic summative assessment that reflects the student's entire PYP experience.

MYP Community Project, in Grade 8, the community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

Student Self-Assessments are interwoven throughout daily learning to engage students in reflection and assessment on their own learning. The students are given time to reflect on the progress in all subject areas, including the attributes expressed in the Learner Profile. After each Unit of Inquiry, students need to be given the opportunity to reflect on their learning using a reflection sheet developed by the teachers.

Assessment Strategies and Tools

Strategies (How do students demonstrate learning at Schutz?)

- Performance Assessments: Students create, produce, perform or present work; used to assess skill or proficiency
- Process Assessments: Focus on processes which students underwent in order to arrive at products and outputs (collaborative protocols, research process, etc.)
- Selected Responses: Common examples are multiple choice, true/false tests and quizzes
- Open-Ended Tasks: Students are presented with a challenge and asked to provide an original response. The response could be a brief written answer, a drawing, a diagram or a solution.

Measuring: Tools (How do teachers measure student learning at Schutz?)

- Observations: Documents students' process of learning in both collaborative and independent settings, including their approaches to learning, attitudes towards learning, use of inquiry, and responses to learning through action.
- Conferring and Invitational Groups: Teachers will check in with individual students or small groups during composing time, allowing him/her to provide feedback on students' work and provide them immediate differentiated support.
- Student Self-Assessment and Reflection: Students' own assessment of personal progress in knowledge, skills processes, and attitudes, leading to a greater understanding of themselves as learners.
- Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- Checklists: Lists of information, data, attributes, or elements that should be present.
- Journals: A students' personal notebook including but not limited to written reflective responses, notes on key learning, ideas to share with collaborative groups, and questions to extend their thinking.
- Anecdotal Records: Brief, write notes based on observations of students.

- Writing Samples: May be used to assess the students' understanding of a particular genre of writing and/or the student's understanding of a particular concept or ability to analyze and synthesize information.
- Graphic Organizers: Visual representations of knowledge, skills used as tools for probing and analyzing thinking and learning.
- Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged.
- Test/Exams: Intended to measure a student's knowledge, skills, aptitude, or classification in a variety of topics. A test may be administered orally, on paper, or on a computer.

Assessment Strategies and Tools

Varied formative assessments are used to provide a holistic picture of development, which can become a rich opportunity for continued shared learning through a reflective process between the child, teacher and family.

- Readiness assessments, social benchmarking, and development continuums are tools used to inform teachers of how to provide a learning environment conducive to student phases of development and track growth and development over time.
- Formal interviews and informal conversations are used to uncover a learner's thinking, understanding, and feelings.
- Pedagogical documentation extends the use of traditional observation and documentation for analysis and reflection to make the learning process visible and meaningful. Teachers document learning through photos, videos, artifacts, and reflections. The teachers and students collaborate to create meaning through multiple perspectives and invite parents into the process through learning stories.

Reporting on Students' Learning

Conferences: The purpose of conferences is to give information to both students and parents. At the Primary School we offer three different types of conferences:

- Teacher-Parent Conferences: These are formal conferences with both language teachers, any support teachers who work with the student, and the parents to provide feedback about the

student's progress and needs. Teachers take this opportunity to answer parents' questions, to address their concerns and to help define their role in the learning process. At the Primary School these conferences take place in October.

- Student-Led Conferences: These are formal conferences between students and parents. The students will, with the support and guidance of the teacher, select the work to be discussed. Students reflect on their progress and share the responsibility of informing their parents. These conferences take place in May in Kindergarten and grades 1-5.

During any time of the year, both teachers and parents can request a conference to discuss the progress of the student.

Report Cards: Schutz sends out four written report cards at the end of each quarter to report back on student progress.

Determining Grades

<u>Appropriate</u>	<u>Inappropriate</u>
Grades are based upon a range of assessment data related to defined learning outcomes and/or grade-level benchmarks. Teachers focus on the <u>most consistent and most recent</u> assessment evidence against defined achievement levels. Behavioral concerns are addressed through direct communication with students and their parents, as well as the reporting of performance against Approaches to Learning (ATL) targets.	Determine grades using a proportion of scores for classwork, homework and tests Determine grades by averaging summative performance scores over the year Using single pieces of work to determine final grades Using behavioral factors such as perceived effort, attendance, late submission of work, or other self-management elements to determine final grades

Assessment in the Early Years (PreK2-4)

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners. Early years teachers observe how students monitor and adjust their own behavior, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.
- track growth and development over time

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers may ask skillful questions to capture thinking, understanding or feelings. Teachers share these observations with students and parents. Collaborating with colleagues, they analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices. (IB Principles to Practice, Assessment)

Assessment in the Primary Years Program (Kindergarten to Grade Five)

Assessment in the Primary Years Program is used to inform learning and teaching by gathering and analyzing information about student progress and achievement over time. It has four dimensions: monitoring, documenting, measuring and reporting on learning. Through the regular monitoring and documenting of learning, students and teachers measure progress of learning in relation to student learning goals and success criteria. Documentation of the learning further provides information to inform both next steps for learning and teaching as well as provides evidence of learning over time. The measuring of learning aims to capture what a student has learned at a particular moment of time and provides further data of student achievement. To support a larger picture of the student as a learner, teachers use these multiple data points to evaluate student progress. They use a range of assessment tools and strategies and involve student participation in the process to compile a comprehensive picture of student progress and achievement over time.

Assessment in the Middle Years Program

The MYP curriculum is a balance of - eight subject areas are all of equal value. In each of those subject areas there are four sets of Criteria, A, B, C and D. Each of the different criteria is differentiated to the subject area. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

	A	B	C	D
Language and literature	Analysing	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-world contexts
Arts	Investigating	Developing	Creating/ performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability to perform for that criterion. The level of achievement is determined based on the "best fit," approach, meaning a teacher reviews the students' body of work through the summative assessments and determines the level of achievement that more accurately fits the students' ability at that time. Students will be assessed in all four criteria at least twice a year, each semester report card.

Standardization of Assessment in the MYP

Standardization of assessment in MYP subjects and the community project is an important process that ensures that all students are assessed fairly and consistently. At Schutz, we have developed a number of procedures to ensure that our assessments are standardized.

- **Teacher moderation:** MYP teachers at Schutz participate in regular teacher moderation sessions. During these sessions, teachers share and discuss their assessments and student work. This helps to ensure that all teachers are interpreting the assessment criteria in the same way.
- **External moderation:** Schutz participates in the IB's external moderation process. This process involves submitting a sample of student work to IB examiners for review. The examiners provide feedback on the quality of the assessments and the students' work.

Standardization of Assessment of the Community Project

The community project is a significant component of the MYP, and it is important to ensure that all students are assessed fairly and consistently. At Schutz, we have developed the following procedures to standardize the assessment of the community project:

- **Common assessment criteria:** Schutz has developed common assessment criteria for the community project. These criteria are based on the IB's community project assessment guide and are designed to measure student learning against the MYP assessment criteria.
- **Teacher moderation:** MYP teachers at Schutz participate in regular teacher moderation sessions to discuss their assessments of the community project. This helps to ensure that all teachers are interpreting the assessment criteria in the same way.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

BOUNDARY GRADE	IB GRADE	SCHUTZ LETTER GRADE (LOCAL GRADE)
28-32	7	A+
24-27	6	A
19-23	5	B+
15-18	**4**	**B**
10-14	3	C
6-9	2	D
0-5	1	F

Documenting Students' Learning

Portfolios:

"Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats."

Portfolios at the Primary School

The purpose of the portfolio is to reflect student's learning and growth. The portfolio highlights a student's internalized learning process. It is an excellent way for students to articulate their growth and share personal reflections about their learning.

Essential Agreements:

- the portfolio will reflect a student's growth over time (the portfolio is a growth/process
- portfolio)
- the portfolio will show a holistic picture of the student
- portfolio pieces will be selected by the teacher or by the student with guidance from the teacher
- the student will complete a reflection for each selected piece
- all entries will be dated
- in the spring, the student will reflect upon the portfolio itself and will share the portfolio with his/her parent(s) during the student-led conference
- portfolios will be sent home at the end of the school year
- the portfolio will include various pieces of evidence to show progress of learning.

Review Cycle:

The Assessment Procedure will go through an bi-annual review process. This process will include a variety of stakeholders as an Assessment Committee. The committee will work towards ensuring that all members of the learning community have input and feedback on the document.

Key Assessment Resources

Assessment Practices that Enhance Learning, Jay McTighe

IB PYP Principles to Practice, Assessment

IB MYP Principles to Practice, Assessment

IB Assessment Standards and Practices

SAS Reporting Guidelines

SAS Assessment Calendar

[Schutz Academic Honesty](#)