



Assessment Policy

| PURPOSE (WHY) Why do we assess the way we do at Gateway International School? | ACTIONS (WHAT) What assessment actions do we take because of our purpose? | EXAMPLES (HOW) How does assessment look at our school specifically? |
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| <p>The main purpose of assessment is to provide students with feedback that supports and enhances their learning.</p> | <p>Assessment is frequent, ongoing, and differentiated.</p> | <p>These assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Formative assessments ● Exit tickets ● Benchmarks ● Observations/discussions ● Open-ended tasks ● Performance tasks ● Selected response (quizzes and tests) |
| <p>Pre-assessment is an integral part of the learning cycle. We believe that it is vital to account for what a student knows and can do in an effort to ensure that each student's needs are being met.</p> <p>Summative assessment- these same tests are given as summative assessments at other intervals during the school year</p> | <p>Students are assessed to establish their prior knowledge. Students are reassessed to measure growth.</p> | <p>Students are assessed at the beginning of the school year and at various intervals using the following assessment tools:</p> <ul style="list-style-type: none"> ● iReady Diagnostic (Reading and Math) ● Fluency ● Quick Phonics Screening ● Writing Task ● Letter and Sound Recognition (TK-1st grade) <p>Beginning of unit assessments may include:</p> <ul style="list-style-type: none"> ● Formative assessments ● Anecdotal records ● Pre-assessments ● Observations |
| <p>Each student enters our school with varying abilities and skills. With students' varied abilities and skills, differentiated assessment is a necessity.</p> | <p>A multitude of assessments are used to evaluate student learning in a timely manner.</p> | <p>These assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Formal/Informal ● Written/Oral ● Standardized/Non-Standardized <p>Teachers modify assessments based on student IEPs.</p> |

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| <p>Standardized achievement tests help us monitor student learning and growth.</p> | <p>The School Implementation Plan (SIP) is developed each school year based on data from the standardized achievement tests</p> | <p>California Assessment of Student Performance and Progress (CAASPP) - students in grades three through eight take the assessment online in spring.</p> <p>California Science Test (CAST) - fifth and eighth grade students will take the assessment online in spring.</p> <p>English Language Proficiency Assessments for California (ELPAC)- this is a mandated state test for determining English language proficiency for all students whose home language is anything other than English</p> <p>The Physical Fitness Test (PFT) - fifth and seventh grade students take the assessment. The goal of the test is to help students in starting life-long habits of regular physical activity.</p> |
| <p>Parents/Guardians are one of our biggest assets as educators. They can offer valuable insight to help us ensure an optimal learning experience for their child.</p> | <p>We give parents/guardians many opportunities to play an active role in their student’s IB education.</p> | <p>Parents/Guardians are provided access to their student's grades and can receive regular email updates. GIS conducts parent-teacher conferences twice a year with report cards at trimester one and trimester two.</p> <p>Parents/Guardians are invited to attend an IB Night at our campus in the fall semester and through parent/guardian workshops.</p> <p>At the end of each IB unit, parents/guardians have an opportunity to share evidence of their student taking action outside of the classroom.</p> |
| <p>Horizontal and vertical collaboration is essential to creating a balanced IB program.</p> | <p>Teachers collaborate within their grade levels, as well as with their colleagues in other grades. During coherence, grade level teams meet with both the grade above and below for vertical and horizontal alignment.</p> | <p>Teachers share their assessment strategies during designated IB Articulation days, which correspond to each IB unit.</p> <p>Teachers meet frequently to refine assessments for each IB unit during IB Collaboration days.</p> |
| <p>In order to become life-long learners, students must be able to effectively self-assess. Self-assessment skills promote reflection, growth, and change in their daily lives.</p> | <p>We provide students with the necessary strategies and tools to become competent in terms of self-assessment in both academic and behavioral areas.</p> | <p>Students select at least one assignment from each IB unit and reflect on how that piece of work demonstrates their understanding of the central idea.</p> <p>At the end of every unit, students write a reflection related to their learning.</p> <p>Students are given a grade-appropriate reflection to assess their growth in the Learner Profile attributes as well as the Approaches to Learning skills.</p> |

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| <p>Assessments are more valuable when they present authentic examples of what students will encounter in the real world.</p> | <p>We actively teach students about the importance of service learning and helping others in our school, homes, and community.</p> | <p>The school participates in service learning throughout the year in various ways. PYP students add their knowledge to the action cycles and reflect on actions that relate to the unit.</p> <p>Every MYP unit has a service as action component. All Year 1 and Year 2 students complete 5-10 hours of service learning per year. Year 3 students complete the community project.</p> <p>Students reflect on their involvement in the service learning project using an appropriate grade level reflection.</p> |
| <p>Assessment data is important to everyone, not just the classroom teachers.</p> | <p>GIS maintains consistent communication between students, teachers, parents/guardians, and support staff regarding assessment data.</p> | <p>We communicate our assessment data in several ways:</p> <ul style="list-style-type: none"> ● Teacher-Student conferences ● Student-Led conferences with parents/guardians ● IB collaboration meetings ● IB Night ● Progress reports ● Report cards ● MYP IB progress reports ● Teacher data discussions ● Staff meetings ● Summative/standardized testing reports ● Individual student portfolios |
| <p>Portfolios provide students, teachers, and parents with insight into the growth and development of the whole child.</p> | <p>We provide students with all necessary materials to maintain an organized, reflective, and robust IB portfolio.</p> | <p>PYP students that enter our school create a portfolio to track progress across their entire experience. At the end of each IB unit, students contribute work from that unit to their portfolios. *See Guidelines below.</p> <p>MYP students add to their portfolio at the end of each unit.</p> |
| <p>Exhibition is a requirement in fifth grade of the IB PYP program that allows students to engage in a self-made inquiry project to raise awareness about a need in the community.</p> | <p>Appropriate GIS staff participate in IB PYP training to become familiar with the guidelines and requirements for successful completion of the exhibition.</p> | <p>Teachers evaluate the exhibition through a calibration process based on pre-established rubrics.</p> |
| <p>The Community Project is a requirement in year 3 of the IB MYP program that allows students to take action in their community.</p> | <p>Year 3 Design teachers, school counselor, and CP Coordinator are trained in the project to become familiar with the requirements for successful completion of the Community Project.</p> | <p>Supervisors evaluate assigned groups during the community project showcase. Then, they collaborate to norm overall assessments to give a final score for each group in alignment with the IB rubric for the Community Project.</p> |

Common Practice in using MYP Criterion and Determining Achievement Levels

MYP teachers at GIS use the criterion-based IB rubrics to determine a student’s achievement level for summative tasks using the “best fit” approach. Each strand of all four criteria per subject group is assessed at a minimum of two times per year. While the assessment criteria is pre-specified for each subject area, teachers use task specific clarification to ensure that each rubric meets the needs of the specific task. They are written in a way to ensure that command terms remain present and that all students would have the ability to achieve a score of 8. Students can self-assess when they submit a summative assessment task, which can then be compared to how their teacher assesses them. This allows students to take agency of their learning.

Achievement Levels/ Descriptors

The IB has published the criterion-based rubrics and achievement levels for each subject group for Year 1, Year 3, and Year 5 of the MYP program. At GIS, Year 1 students are assessed on the Year 1 rubrics, while Years 2 and 3 are assessed on the Year 3 rubrics. Teachers modify the rubrics to include task-specific clarification. They give their students the rubric at the same time as the task so that students know exactly what is expected of them. Then, teachers grade the summative task by looking at each level descriptor (1-8) to determine whether or not the student met the descriptor at each level. After a score of one through eight has been given, teachers use the MYP Conversion Chart to assign a percentage score reflected in the gradebook and on report cards. You can view this table on page 6.

MYP Assessment Criteria for All Subject Groups

| Subject Groups | A | B | C | D |
|--|-------------------------|--------------------------|-------------------------|---|
| Arts | Investigating | Developing | Creating/Performing | Evaluating |
| Design | Inquiring & Analyzing | Developing Ideas | Creating the Solution | Evaluating |
| Sciences | Knowing & Understanding | Inquiring & Designing | Processing & Evaluating | Reflecting on the Impacts of Science |
| Physical & Health Education | Knowing & Understanding | Planning for Performance | Applying & Performing | Reflecting & Improving Performance |
| Mathematics | Knowing & Understanding | Investigating Patterns | Communicating | Applying Mathematics in Real World Contexts |
| Language Acquisition | Listening | Reading | Speaking | Writing |
| Language & Literature | Analyzing | Organizing | Producing Text | Using Language |
| Individuals & Societies | Knowing & Understanding | Investigating | Communicating | Thinking Critically |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | |

Final Achievement Marks

Over the course of the entire school year, teachers assess each strand of each criterion at least twice per year. Teachers collect evidence of assessment scores in the Toddle platform. Final marks are not averaged. This allows for students to earn a final mark that shows the progress that they have made, rather than being penalized for work that they submitted earlier in the year, yet no longer reflects their achievement. The 'best-fit' achievement levels for the four criteria are added together to arrive at a total out of 32. Using the MYP grade boundaries, this total score is converted to a final MYP Grade between 1 and 7, with 7 being the highest. These scores are generated at the end of each trimester as interim grades as well as at the end of the academic year. Students receive a separate MYP Report Card at the end of each trimester.

| Final Mark | Boundary Guidelines | Descriptor |
|------------|---------------------|--|
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

MYP Conversion Chart

The prescribed IB grade boundaries will be used to determine a final end of year 1- 7 score in each subject. The chart below indicates how grades are calculated. The grade boundaries are identical for each subject.

For One Criterion

| IB Criterion Grade | Score out of 100% |
|--------------------|-------------------|
| 8 | 100 |
| 7 | 94 |
| 6 | 88 |
| 5 | 82 |
| 4 | 76 |
| 3 | 70 |
| 2 | 64 |
| 1 | 59 |

For Two Criterion

| IB Criterion Grade | Score out of 100% |
|--------------------|-------------------|
| 16 | 100 |
| 15 | 97 |
| 14 | 94 |
| 13 | 91 |
| 12 | 88 |
| 11 | 85 |
| 10 | 82 |
| 9 | 79 |
| 8 | 76 |
| 7 | 73 |
| 6 | 70 |
| 5 | 66 |
| 4 | 64 |
| 3 | 59 |
| 2 | 56 |
| 1 | 53 |

For Three Criterion

| IB Criterion Grade | Score out of 100% | IB Criterion Grade | Score out of 100% |
|--------------------|-------------------|--------------------|-------------------|
| 24 | 100 | 32 | 100 |
| 23 | 98 | 31 | 98 |
| 22 | 97 | 30 | 97 |
| 21 | 94 | 29 | 96 |
| 20 | 92 | 28 | 94 |
| 19 | 90 | 27 | 93 |
| 18 | 88 | 26 | 92 |
| 17 | 86 | 25 | 90 |
| 16 | 84 | 24 | 88 |
| 15 | 82 | 23 | 87 |
| 14 | 80 | 22 | 86 |
| 13 | 78 | 21 | 84 |
| 12 | 76 | 20 | 82 |
| 11 | 74 | 19 | 80 |
| 10 | 72 | 18 | 79 |
| 9 | 70 | 17 | 78 |
| 8 | 68 | 16 | 76 |
| 7 | 65 | 15 | 74 |
| 6 | 64 | 14 | 73 |
| 5 | 60 | 13 | 71 |
| 4 | 58 | 12 | 70 |
| 3 | 55 | 11 | 68 |
| 2 | 53 | 10 | 67 |
| 1 | 50 | 9 | 66 |
| | 48 | 8 | 64 |
| | 46 | 7 | 63 |
| | 44 | 6 | 62 |
| | 42 | 5 | 61 |
| | 40 | 4 | 59 |
| | 38 | 3 | 57 |
| | 36 | 2 | 55 |
| | 34 | 1 | 53 |

PYP

Each student portfolio should contain the following:

- A student-generated reflection or response to a piece of work from the unit of inquiry
- PYP Learner Profile Reflections

Each student portfolio should be organized in the following way:

- 1 ½" binder separated by six tabs
- Each tab will be labeled with a different transdisciplinary theme
- Clear plastic dividers (at least six) will be placed behind each labeled tab to hold student work and reflections
- A balance of teacher-selected and student-selected work should be placed in the binder (depending on the developmental stage of the student)

MYP

- Each student has a digital portfolio to record their reflections and upload work
- Students are required to keep a portfolio in Design and VAPA

Arts Process Journal

- The arts process journal can be written, visual, audio or a combination of these; can be paper and electronic
- Format is decided by the VAPA teacher

Design Process Journal

- A design folder must be kept either digitally or physically to document the design project, where all four criteria are assessed
- The folder must be divided into four sections: one per criterion

Community Project Journal

- Students must keep a record of their process in the form of a journal

Opportunities for IB Policy Review

The pedagogical leadership team, consisting of, Head of School, Vice Principal, Instructional Coaches, IB Coordinators, and Lead Teachers reviews the IB policies annually.

Reviewed: August 2022 and November 2022

Next Review: August 2023