# Kenmore East Assessment Policy

## Philosophies and Principles

Kenmore East teachers believe that assessment is an inseparable part of teaching, and understand that assessments will be used formatively and summatively. Assessment at KE will strive to be the most accurate measure of student performance against the criteria of New York State standards, the Common Core Standards, and/or the IB or AP standards, not only an average score on a report card.

## Assessment practices

Kenmore East assessment will measure student progress against a standard of proficiency and excellence whether these standards are NYS learning standards, the Common Core Standards, the Advanced Placement standards, or the International Baccalaureate standards. Scores and grades are based on a student’s development toward a standard, not as a means of comparing one student to another.

Teachers will make use of both formative and summative assessment.

Formative assessment is assessment *for* learning (Stiggins, Rick. “From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools,” *Phi Delta Kappan*, Vol. 87, No. 04, December 2005, pp. 324-328.). Teachers and students will use the results of a formative assessment to reflect on learning and progress and to adapt subsequent teaching and student work. Part of formative assessment should ask students to self-assess their work and meta-cognitively reflect on the learning shown in the assessment. Developing meta-cognition skills will help students develop into lifelong inquirers and learners – hence why they are stressed in TOK.

Integral to formative assessment is the “process of gathering, analyzing, interpreting and using the evidence to improve student learning” (G*uidelines for developing a school assessment policy in the Diploma Program*, 2010). Formative assessment tools and activities may include classroom discussion, ‘ticket out the door’, Classroom Performance System ‘clickers’ or other apps, learning journal, reflective writing, etc. Formative assessment may occur many times within a period.This work may count towards a student’s participation grade in class, but it is not graded based on its correctness: the purpose is to measure where they are, not to punish them for not being up to standard mid-course.

Summative assessment is designed to measure a student’s learning at the end of a unit of study, its purpose to rate a student against the standard. Obviously, the results of these assessments will also be used formatively when they are given mid-course. Standardized tests at the end of a course -- the Regents exams, AP exams, and IB assessments -- have less formative value than the assessments given during a course.

In developing both summative and formative assessments, teachers will use the DP assessment criteria outlined in the IB course guides which spell out what students need to know and be able to do by the end of the course. Teachers – working together if more than one is teaching the same course --will determine mid-course benchmarks which will lead the final DP assessments.

Currently, there are no IB sections taught by more than one teacher – only English A HL and HOTA HL have different teachers for junior and senior year. When scoring IAs in these two courses, teachers will meet to standardize their scoring. They will grade together to reach consensus on sample papers, reaching consensus as a team. If they cannot reach consensus on one or more papers, the DP Coordinator may be called in to help with the process. If staffing or enrollment changes dramatically over the next few years and we have more than one teacher teaching the same course, a similar process will be used for all summative assessments.

## Command terms with definitions

To ensure that Kenmore East assessments are using a shared vocabulary with IB assessments, the following terms and phrases will be understood by teachers and students as described here.

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| Analyze | Break down in order to bring out the essential elements or structure. |
| Comment | Give a judgment based on a given statement or result of a calculation. |
| Compare | Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout. |
| Compare and contrast | Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. |
| Contrast | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout. |
| Describe | Give a detailed account. |
| Discuss | Offer a considered and balanced review that includes a range of arguments factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. |
| Evaluate | Make an appraisal by weighing up the strengths and limitations. |
| Examine | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. |
| Explain | Give a detailed account including reasons or causes. |
| Explore | Undertake a systematic process of discovery. |
| Interpret | Use knowledge and understanding to recognize trends and draw conclusions from given information. |
| Investigate | Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. |
| Justify | Give valid reasons or evidence to support an answer or conclusion. |
| To what extent | Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument |

(*IBO Course Guide*s, 2011)

## Assessment guidelines

1. **Grading and Marking**
   * When grading student work, teachers will use rubrics and other means of measuring student progress toward the established standard for the course whether it is NYS standard, Common Core Standards, AP standard or IB standard
   * All grades and teacher commentary will be clearly understood by the student and the parents/guardians, so teacher and student can develop plans toward meeting and/or exceeding student goals
   * Exemplars of excellence will be reviewed by teachers with students so students can develop goals towards meeting that level of accomplishment
2. **Recording and Reporting**
   * A score of 65% indicates that a student has just met the standard, an 85% indicates that the student has achieved mastery of the material. Grades above 85% show a level of excellence above mastery.
   * Teachers will enter into the student management computer system report card grades four times a year (every nine weeks) as a measure of student progress
   * Interim grades will be entered at the half-way point of each 9 week grading period to allow parents and students to know to what level they have performed at that point and to approximate how the student will do for the quarter
   * The final score for the end of the course will indicate how close a student came to meeting class goals
     1. Final scores in AP and IB classes are not dependent on those assessments. Teachers will determine class grades based on class work which is to be a scaffold to the AP and IB assessments. A passing Kenmore East grade in an AP or IB class does not guarantee that a student will achieve a passing grade from these outside groups (see IB Reporting below).
3. **IB Reporting**
   * It is understood that teacher’s classroom grades may involve scores pertaining to student effort and work turned in and assessed, and not necessarily how close the student is toward achieving the IB criteria outlined in the course description.
   * To provide students and parents with a more accurate estimation of a student’s eventual success in an IB course (a ‘predicted predicted-grade’), Kenmore East will send home an IB Progress Report twice during the program, once at the end of the junior year, and again half-way through the senior year.
   * It is expected that the student will be involved in the creation of this report and it will be used as an opportunity for reflection and self-evaluation.
4. **Homework**
   * Purpose of homework needs to be made clear -- independent practice, ‘front-loading’ or preparing before a class lecture, further reading to expand on classroom instruction, formative assessment of concepts learned in class, etc.
   * Summative assessment of material not practiced in class is not appropriate for homework
   * Whether a homework assignment will be used summatively as a grade assessing whether a student has mastered a concept, or formatively as practice or as an exploration of a concept needs to be made clear to the students when assigned
5. **Links between the assessment policy and other documents (ex. language and admissions policy)** 
   * Common summative assessment -- New York State Regents exams -- will be used to see if student has met state graduation requirements. It is also a requirement that IB diploma candidates pass these requirements to remain in the program.
   * All IB DP candidates must still pass the 4 NYS Regents Exams (8 for the Regents Diploma with Advanced Designation) to satisfy NYS requirements. In most cases, these exams will be completed before the Diploma Program begins – most students will only have to take the English Regents and the US History Regents in their junior year. If their score is less than mastery (85%), they will be required to take the exam again, but may remain in the diploma program.
6. **Roles and responsibilities** 
   * Administration (or designee, likely department chairs)
   * ensure all teachers receive this assessment policy and understand it
   * be sure that when new teachers come to Kenmore East, they receive the policy and understands how it is to be implemented in their class
   * reviews this policy with the building leadership team annually and sees that it is revised as needed
   * ensure that teachers have and use time to collaborate on the creation of assessments and the results of these assessments
   * Teachers
   * Read and understand the policy
   * Ensure that their students also understand the policy
   * Develop classroom scoring and grade reporting procedures comply with the policy and are able to explain this to students, parents and administrators
   * Collaborate with peers to create formative assessments, analyze their results, and using the results to improve student learning
   * Where two teachers are teaching the same course, teachers will meet to standardize scoring to DP criteria or to a particular benchmark of that criteria.
   * When two teachers score an IA or other summativae assessment, they will score papers together until they are confident they are scoring to the same standard. In the event of disagreements, the DP Coordinator may be called in to help teachers reach consensus.
7. **Roles and responsibilities (continued)**
   * IB Coordinator
   * Ensure that teachers and administrators understand this policy and how it fits with IB assessment philosophy and procedures
   * Ensure all IB teachers completely understand the program’s internal and external assessment procedures and goals
   * Ensure IB teachers have time to collaborate together
   * Facilitate the creation of an IB assessment calendar -- including internal and external assessment as well as class projects and homework assignments. This calendar strives to maximize student achievement by carefully spreading the work they need to accomplish so they may create a realistic and manageable timetable for themselves
8. **Policy Review**
   * This policy will be reviewed and revised as needed every three years according to the KE IB Policy review schedule:

Year 1: Admission/ Inclusion and Special Ed Policies

Year 2: Academic Honesty Policy

Year 3: Language/Assessment Policies

The DP Coordinator will organize a review committee made up of IB teachers. The committee will review the current policy and gather input from parents and students, and other teachers if necessary –the Special Education department and the ELL department for example. The DP Coordinator will bring suggested changes to the Kenmore East Leadership Team who will be the group that approves the final changes.

The new policy will be distributed to all stakeholders through the school web site, student agendas, and the IB student handbook.

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