



ARROYO SCHOOL

An International Baccalaureate World School



**Arroyo is an authorized Primary Years Programme school and is currently a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.*

Assessment Policy

Through reflection and inquiry, we strive to be an action-driven community of knowledgeable and caring world-changers.

Philosophy Of Assessment

Meaningful assessment is a valuable tool to guide our teaching and learning. At Arroyo, assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. In order for assessment to be effective, learning goals and success criteria must be co-created by teachers and students. Learning becomes more effective when teachers and students have frequent opportunities to assess and reflect on student learning. Parent and family participation is an equally important component of effective learning and assessment.

Effective Assessment

For Arroyo and the IB, the “underlying principle is to **test what is important** (IBO, 2019).” We believe that effective assessment should support student learning. There are three major types of assessment: assessment **for** learning, assessment **of** learning, and assessment **as** learning.

Assessment FOR Learning

Assessment *for* learning occurs when teachers use a range of formative assessments to modify teaching and learning activities to improve student learning. Teachers gather data about student understanding of knowledge, skills, and conceptual understandings and are able to make adjustments to their teaching.

Teachers may adapt their instruction based on how students perform on:

- Pre-assessments before a new unit to gauge student background knowledge (*Inquiry Cycle, KQLQA, KWL charts, See Think Wonder*)
- Exit tickets at the end of a lesson to see how much of the lesson students understood
- Whiteboard practice in the middle of a lesson
- Classroom discussions (whole group or small group)
- i-Ready lessons and diagnostic assessments
- ESGI assessments of basic skills for TK and Kinder

Formative assessments have no effect on student grades because assessment *for* learning is only used to understand where students are in order to move forward.

Assessment OF Learning

The focus of assessment *of* learning is to gather evidence of student learning in order to make decisions

about student achievement of learning goals and/or standards. Summative assessments show us how well students met learning objectives and criteria at the end of a unit, trimester, or school year. Examples of summative assessments at Arroyo include: Summative unit assessments (both PYP and MYP to measure the understanding of central ideas and statements of inquiry), *CAASPP* (California Assessment of Student Performance and Progress) in ELA and Math, *ELPAC** (English Language Proficiency Assessment), *CAST* (California Science Test), and summative unit assessments for *Eureka*, *Inspire*, and *Wonders* curriculum, among others.

* The Summative ELPAC is administered to all students who are English Learners. Students are able to be reclassified as English Proficient (RFEP) if they meet the following criteria: overall score of 4 on the Summative ELPAC, score on grade level on i-Ready diagnostic, receive a 3 or C in English Language Arts on their report card, and if the teacher and parent are in agreement.

Assessment AS Learning

Assessment *as* learning involves students in the measurement of their learning. By involving students in the process of designing success criteria, students are able to develop skills to self-assess, reflect on, and make changes to future learning. Assessment *as* learning can look like:

- Interacting with teacher/student created rubrics
- Discussions with peers about the characteristics of quality work
- Goal setting
- MYP Community Project
- PYP Exhibition

Assessment in the MYP

MYP assessments tasks are judged using the IB criterion and rubrics for the subject specific objectives. MYP objectives have been established for each year of the program and state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. MYP subject area criteria are aligned with MYP objectives and are assessed a minimum of twice a year using a 0-8 scale.

All students are evaluated against the IB criteria set by the International Baccalaureate Organization, in addition to meeting standards set by the state of California. The mastery of the IB criteria is translated into the Ontario-Montclair School District required grade scale of A-F on progress reports and report cards.

IB Achievement Levels	Letter Grade	Percentage	Proficiency Level
8-7	A	100-87	Advanced
6-5	B	62-86	Proficient
4-3	C	37-61	Basic
2-1	D	25-36	Below Basic
0	F	0-24	Far Below Basic

Reporting on Learning informs the learning community on the progress and achievement of student learning. At Arroyo, this is done through parent/teacher/student conferences, progress reports, trimester report cards, School Loop (MYP), and rubrics. Reporting student learning allows educators to involve all

stakeholders and identify areas of growth.

Rights and Responsibilities

Assessments should provide *students* with the opportunity to:

- identify their strengths
- set goals for their learning
- reflect on their progress
- identify areas of potential growth
- receive feedback

Assessments should provide *teachers* with the opportunity to:

- inform the learning and teaching process
- collect data
- reflect on their practice
- adjust instruction based on data
- offer timely, specific feedback
- provide differentiated instruction
- provide data on learning to stakeholders

Assessments should provide *parents* with the opportunity to:

- understand the learning goals their child is working towards
- track student progress
- provide support outside of school
- celebrate learning

Policy Review Process

The Arroyo leadership team, classroom teachers, and parents are involved in the development, agreement, and review of the assessment policy. The assessment policy is available for the learning community to access. All Arroyo staff are responsible for communicating the assessment policy to the learning community. The policy is reviewed yearly.

Bibliography

IBO. 2019. Assessment in the PYP. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2019. Assessment Principles and Practices–Quality Assessments in a Digital Age. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2014. MYP: From Principles into Practice. Geneva, Switzerland. International Baccalaureate Organization.