

Bear Valley International School (BVIS) Assessment Policy

Philosophy of Assessment that Supports Student Learning:

At BVIS, we believe that assessment is an integral part of all teaching and learning. It informs all stakeholders in a child's education about performance, achievement, progress, areas of strength, and areas for growth. The implementation of formative and summative assessments is consistent with the guidelines set out by the International Baccalaureate in **MYP: From principles into practice**.

Summative assessment tasks, which are driven by the MYP objectives, are designed by teachers during the first stage of unit planning and guide the instructional plan for each unit. These assessments typically occur at the end of a unit and provide students with an authentic opportunity to show what they have learned by asking them to transfer their skills to a new situation.

Formative assessments take place throughout the unit to provide students with an opportunity to monitor their individual progress and receive timely and targeted feedback from their teachers; furthermore, formative assessments allow teachers to reflect on and adjust instruction so they can increase student learning.

Common Practices in Creating Assessments

Teachers make data-driven choices and use their expertise as educators to design assessments that are aligned with the MYP objectives and other content standards. Assessment tasks

- are planned so that each objective strand is addressed twice throughout the course of the year.
- explore the unit's statement of inquiry.
- provide students with an opportunity to demonstrate mastery of the objectives in an authentic way whenever possible.
- allow students to demonstrate their learning including, but not limited to collaborative or individual projects, written assignments, unit exams, open-ended tasks, and portfolios.
- are differentiated to meet the needs of all learners.
- provide opportunities for student reflection and self-assessment.

Common Practices in Using MYP Criteria and Determining Achievement Levels

- Students are provided with rubrics that define expectations and align with the appropriate criteria across all content areas.
- Students are assessed against each of the MYP criteria a minimum of twice over the course of the year in all subject areas.
- During weekly data meetings, teachers analyze formative, summative, district, and state assessments to identify students' strengths and common misconceptions. Collaboratively, they plan reteaches, differentiation, and other instructional strategies to help all students master the objectives.
- Teachers score assessments during collaborative planning time to norm on achievement levels.

Common Practices in Recording and Reporting Student Achievement

- Through various methods (i.e. electronic grade books, one-on-one conferencing, student data trackers, etc.), students are provided with accurate and prompt feedback about their current levels of achievement and how/what they need to do to improve.
- Assessment is recorded using electronic grade book programs, Schoology and Infinite Campus; grades are shared at parent-teacher conferences, and the grade books are accessible to parents and students at all times through Schoology and twice a year through IC.
- BVIS uses a traditional grading system (A-F) and will provide students with an MYP criteria score a minimum of twice over the course of the year in all subject areas. While every subject area unique rubrics with clear descriptions of achievement at each level, MYP criteria scores m aligned with traditional letter grades can be found in the table below:

MYP criteria score	0	1-2	3-4	5-6	7-8
District Grade	F	D	C	B	A

State and District Assessment

In addition to the MYP objectives for each subject area, BVIS holds students to other local, state, and national standards:

- Common Core State Standards (CCSS) for Mathematics and Language and Literature
- Colorado Academic Standards (CAS) for Individuals and Societies, Language Acquisition, Arts, and Physical and Health Education
- Next Generation Science Standards (NGSS) and Colorado Academic Standards (CAS) for Sciences

The Colorado Measurement of Academic Success (CMAS) annually assesses literacy and math skills in MYP years 1-3. Individuals and Societies and science are assessed through CMAS once during MYP years 1-3. The state has joined the Program of Assessment for Readiness for College and Career (PARCC) to create examinations that combine evidence-based selected response questions, technology-enhanced questions, and prose constructed response performance-based tasks.

At the district level, students take a world languages pre- and post-test. District literacy and math interim exams assess students three times a year to measure the effectiveness of the curriculum that has been taught in language and literature. Science and individuals and societies interim assessments are optional.

Reviewing our Assessment Policy

The IB committee, Instructional Leadership team, and Building Leadership Team will regularly review and revise all MYP policies as needed. Communication of any changes will be presented to all stakeholders.