

Spring Valley Academy

MYP Assessment Policy

Mission

In the MYP at Spring Valley Academy we believe it is important to empower students to succeed in our ever-changing world by providing a safe, caring and inclusive learning environment for all students, staff and community through an engaging, collaborative and innovative experience.

MYP Standards and Practices that focuses on assessment

Standard B1: Leadership and Structure

5. The school develops and implements policies and procedures that support the programme.

C. The school has developed and implements an assessment policy that is consistent with IB expectations.

Standard C2: Written Curriculum

10. The written curriculum integrates the policies developed by the school to support the programme.

Standard C4: Assessment

1. Assessment at the school aligns with the requirements of the programme.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme.
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
7. The school analyzes assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP Community Project.

Assessment Philosophy

At Spring Valley Academy, we believe learning is an ongoing process and assessment is key to understanding where students are in their academic journey. Assessments enable teachers and students to determine next steps for learning. Results from assessments drive instruction and allow opportunities for reteaching and mastery of concepts.

At the core of Spring Valley Academy's assessment policy are 4 guiding questions that allow teacher's reflection on instruction and students' needs. These guiding questions come from Rick Dufour and his work surrounding Professional Learning Communities.

- What do we want our students to learn?
- How will we know they are learning?
- How will respond if they don't learn?
- How will we respond if they already know it?

The following four reflective questions help guide each *student's* understanding of his/her current academic needs:

- What are my current areas of growth and strength?
- I realize my learning is an ongoing process. What are my current goals?
- Was I able to reach the goal I set for myself?
- What are the contributing factors to either reaching my goal or falling short?

General Assessment Practices at Spring Valley Academy

- **Pre-Assessment**- Pre-assessment is used to determine student levels prior to teaching. The purpose of pre-assessment is for identification of students who may need additional support during teaching and students who may need extra depth and complexity because they have a strong level of proficiency prior to instruction on a topic.
- **Formative Assessment** – Formative assessment is used throughout teaching a unit of study. The purpose of formative assessment is for teachers to understand current levels and adjust instruction to meet the needs of every learner. Formative assessment is used to inform instruction and provides answers to the following questions:
 - Where are students in relation to the learning objectives?
 - Where do the students need to go in relation to the learning objectives?
 - How will I help them to achieve the learning objectives?

Some common formative assessment strategies used at Spring Valley Academy include but are not limited to:

- Questions

- Socratic Seminar
- Gallery Walks
- Think Pair Share
- RACES
- Quizzes
- Graphic Organizers
- **Summative Assessment-** The purpose of summative assessment is to determine the acquired/gained knowledge. It provides the appropriate information that allows teachers to answer the guiding questions:
 - Do I need to re-teach anything?
 - What are my next steps as a teacher?
- **State Mandated Summative Assessments** – The purpose of state mandated summative assessment is to determine the proficiency levels of each student in relation to the Common Core State Standards. Current state mandated summative assessments include English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessments (SBAC) for English Language Arts and Mathematics (California Assessment , California Science Test (CAST) or California Alternate Assessment for Science, and California Physical Fitness Testing (PFT) for Physical Education.
- All assessment data is used to drive instructional decisions and next steps in teaching and learning.
- Teachers regularly collaborate on assessment data.
- Assessment tasks are outlined in unit planners.
- Assessment criteria is outlined in unit planners and based on subject specific achievement aims and objectives.

Inclusive Assessment Information

Individual student needs and student IEP accommodations and modifications are taken into consideration when administering and scoring assessments. Inclusive assessment practices include:

- Visual supports
- Oral Assessment Options
- Appropriate Lexile levels
- Audio supports
- Verbal responses
- Separate settings
- Simplified tasks
- Chunking
- Modified number of questions

- Expanded answers
- Project-based assessments
- Increased complexity

Grading and Reporting

Grading is based on the achievement descriptors Above Standard, Met Standard, Nearly Met Standard and Did Not Meet Standard. Subject specific grades are based on the achievement objectives within each IB subject specific guide. Teachers regularly meet with their subject teams to standardize grading practices and ensure the expectations for student learning is consistent across teachers.

Teachers regularly communicate learning outcomes to students and parents offering support for enrichment and reteaching. Spring Valley Academy utilizes an online grade reporting system that allows parents to check student grades from a web-based program. Report cards are sent home each trimester. Student-led conferences are held once a year, allowing students to reflect on their learning, set goals and articulate their learning outcomes to parents.

MYP Subject Criteria

Achievement Indicators and Descriptors Chart

Please note, in keeping with the La Mesa Spring Valley Schools grading and reporting descriptors and policies, Spring Valley Academy will continue to use A-F grades for official report card purposes.

| Achievement Level | Achievement Descriptor | Achievement Indicator | Grade |
|--------------------------|-------------------------------|---|--------------|
| 7-8 | Above Standard | 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. | A |
| 5-6 | Met Standard | 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. | B |

| | | | |
|-----|-----------------------|---|---|
| 3-4 | Nearly Met Standard | 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. | C |
| 1-2 | Nearly Met Standard | 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. | D |
| 0 | Did Not Meet Standard | 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. | F |

| IB Rubric Points | Percentage | Letter Grade |
|------------------|------------|--------------|
| 8 | 95-100 | A/A+ |
| 7 | 90-94 | A-/A |
| 6 | 85-89 | B/B+ |
| 5 | 80-84 | B-/B |
| 4 | 75-79 | C/C+ |
| 3 | 70-74 | C-/C |
| 2 | 65-69 | D/D+ |
| 1 | 60-64 | D-/D |
| 0 | 0-59 | F |

Assessment Policy Review Protocols

Once a year, the Spring Valley Academy staff will review the Assessment Policy. We believe our Assessment Policy is a living document that grows and changes as our school evolves. Changes to the Assessment Policy may be made at any time throughout the year.

Drafted 10/4/16
 Revised 11/21/16
 Revised 2/26/17
 Revised 5/7/17

Revised 5/22/18
 Reviewed 9/20/18

Sources

MYP: From principles into practice (IBO, 2014)

Programme standards and practices (IBO, 2014)

Drafted 10/4/16
Revised 11/21/16
Revised 2/26/17
Revised 5/7/17

Revised 5/22/18
Reviewed 9/20/18