

# Lakes International Language Academy

## Assessment Policy

### Lakes International Language Academy Mission Statement

Our mission is to prepare tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.

### Lakes International Language Academy Action Statements

Think for myself  
Think about others  
Think beyond today

### Philosophy of Assessment Beliefs

The primary purpose of assessment is to provide feedback in order to improve teaching and learning. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged daily in assessing students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both (Making the PYP Happen, 2009). The MYP, in addition to the above, continues to promote student inquiry, action and reflection, and holds those three components as critical to teaching, learning and assessing.

At Lakes International Language Academy, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied, standards-based (PYP), criterion-related (MYP), and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments and its ongoing review of the results.

### Purpose of Assessment

The purpose of assessment is to inform and guide instruction. It involves students, parents, teachers and administrators. Effective assessments:

- ensure that students are an active part of the learning process through goal-setting, demonstration of their understanding and reflection.
- help teachers drive instruction.
- facilitate communication of progress with students, families and other stakeholders.
- allow parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- will prompt reflection and action for students, teachers, and administrators.

### Types of Assessment used at Lakes International Language Academy

#### Formative assessment

Formative assessment guides planning and daily instruction. It tells teachers and students what students know, can do and understand on a regular basis. It provides ongoing feedback to determine the effectiveness of instruction. It also gives students an opportunity to improve their understanding

and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress.

### Summative Assessment

Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. Summative assessments are multifaceted and assess the PYP essential elements (knowledge, skills, concepts, attitudes, and action) or the MYP criteria.

### Practices (strategies for recording and reporting)

- Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
- Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or struggling to meet the expectations.
- Open-ended tasks: Students are asked to complete or communicate an original response. For example, these can be a drawing, written response, diagram or a solution.
- Test/quiz: These assessments provide a snapshot of students' subject-specific knowledge.
- Student reflections: Students are asked to reflect on what they have learned at the end of a lesson/unit.

### School-wide Assessment Tools (help to communicate what is expected and create commonality across subjects)

- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Rubrics: an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Wherever possible, teachers will involve students in the creation of the rubric.
- Anecdotal records: brief, written notes based on observations of students.
- Continuums: visual representations of developmental stages of learning that show a progression of achievement or identity where a student is in a process.

### Assessment of the Essential Elements of the PYP

The PYP essential elements are assessed through the units of inquiry, and recorded on the planner for each unit.

- Knowledge: Assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- Skills, concepts and attitudes: Each unit provides opportunities for the development of different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- Standards-based skills and concepts are also assessed through a variety of standardized and curriculum-based tools on a regular basis.
- Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner and shared with the LILA community when possible.

### PYP Exhibition

In the final year of the PYP, students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for the students to exhibit the attributes of the Learner Profile which they have been developing throughout the Primary Years Programme. Learning outcomes and assessment of the students for Exhibition are shared with students and their families.

### Assessment of the MYP Criteria

The MYP approach to assessment varies in that the students are assessed on a set of four criteria. The four criteria in each of the MYP courses are weighted equally and are valued at 100% of the final grade. Formative assessments are reported and recorded in Infinite Campus, but are not factored into final grade. The criteria below represent the holistic nature of the IB-MYP.

	Criterion A	Criterion B	Criterion C	Criterion D
English	Analyzing	Organizing	Producing Text	Using Language
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Math	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-world Contexts
Language Acquisition	Comprehending Spoken and Visual text	Comprehending Written and Visual text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
P.E./Health	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

The MYP uses rubrics to communicate assessments and learning. All rubrics are on a 1-8 international scale. We use our online gradebook, to report the IB achievement levels, and Campus, to report out a final number grade (0-8). Below is a sample rubric.

### **Sample Rubric: Mathematics MYP Year 1/Criterion A- Knowing and Understanding**

IB Level	Selection of Mathematics	Application of Mathematics	Solution of Mathematics
1-2	<b>select</b> appropriate mathematics when solving <b>simple</b> problems in familiar situations	<b>apply</b> the selected mathematics successfully when solving these problems	generally <b>solve</b> these problems correctly.
3-4	<b>select</b> appropriate mathematics when solving <b>more complex</b> problems in familiar situations	<b>apply</b> the selected mathematics successfully when solving these problems	generally <b>solve</b> these problems correctly.
5-6	<b>select</b> appropriate mathematics when solving <b>challenging</b> problems in familiar situations	<b>apply</b> the selected mathematics successfully when solving these problems	generally <b>solve</b> these problems correctly.
7-8	<b>select</b> appropriate mathematics when solving <b>challenging</b> problems in both <b>familiar and unfamiliar situations</b>	<b>apply</b> the selected mathematics successfully when solving these problems	generally <b>solve</b> these problems correctly.

## Reporting to Stakeholders

### The Written Report

- Teachers will complete the Lakes International Language Academy school mandated report card twice annually. The report card informs progress on the PYP five essential elements, the MYP criteria and curricular performance. The school maintains an electronic copy of each student's report card annually.
- Families of students who are identified as needing behavioral or academic interventions will receive more frequent feedback.
- Staff will administer the NWEA Measures of Academic Progress (MAP) test to students in Lower School. MAP measures student growth through the year and provides a target growth for the student. Families will receive an NWEA progress reports will be provided to families.
- Staff will administer the Minnesota Comprehensive Assessment (MCA) to students in Upper School and Lower School as mandated by the State of Minnesota in the spring of each year. The MCA test results are provided to families annually.
- Relevant stakeholders (State of MN, School Board, Charter School Authorizer, Staff etc.) are given a summary of assessment results annually.

## **Parent/Teacher/Student Conferences**

- Fall: Welcome conference.
  - At Lower School, this is a relationship-building conference with the families, student and teacher. The purpose of this conference is to create a team atmosphere between families and teachers and for families to share their social, emotional and academic goals for their children.
  - At Upper School, students are given guidance in each of their subject courses to complete thoughtful reflections on their progress in the course at that point; after, students use their comments on individual subject reflections to synthesize their thoughts into an overall reflection. This is then used as the focus of the student-led conferences in the fall.
- Fall and Spring: These are conferences that include the parent, student, and teacher. These review the student's progress and share information about the PYP essential elements or the MYP criteria, and student work samples. Goals will be discussed to determine how everyone involved can support the achievement of these goals.

## **PYP Portfolios**

- Portfolios are a purposeful collection of a student's work designed to demonstrate successes, growth, higher-order thinking, creativity and reflection.
- Portfolios are a cumulative collection of student work that travels with the student from kindergarten through the final year of PYP. They are housed in the student's classroom and are accessible to the student and his or her family at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or graduation from the PYP programme.

## **Assessment Policy Review**

Every 5 years, or earlier if necessary, a committee comprised of teacher representatives reviews and updates this policy. When revising the policy, the committee will refer to the guidelines established by IB for this area. After updating the policy the committee will bring the proposed policy to the leadership team for final approval. The approved assessment policy is shared with the LILA community.

## **References**

(2009). *PYP - Making it happen: A curriculum framework for international primary education.*

[www.ibo.org](http://www.ibo.org)

(2014). *MYP- From principles into practice.* [www.ibo.org](http://www.ibo.org)

*Last updated January 2017.*