

**Frazier International Magnet School
Chicago Public Schools**



Assessment Policy

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I. Assessment Overview

MYP assessment is internal, as opposed to external. All Chicago Public Schools (CPDS) are expected to structure both curriculum and assessment procedures according to the

needs of their students and their local context. At Frazier International Magnet School the purpose is to establish an accepted and routinely used school-wide protocol for assessment, and to ensure the school's curriculum provides a rigorous education for the students.

Formative assessment must be the key feature of all teaching and learning in the MYP. Assessment must be planned in the first stage of creating MYP units of work and used throughout. Assessments must take place frequently in order to extend student learning. Each teacher will determine how often they will assess students using the MYP criterion in each subject area.

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned as a result of unit of inquiries across the eight subjects of the Middle Years Programme. The assessment criteria used is drawn from the assessment criterion from IB. **Summative assessment** can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

The aim of assessment in the MYP is to:

- Promote positive student attitudes towards learning in the MYP
- Promote a deep understanding of subject content/using the areas of interaction in the MYP
- Promote the development of higher-order cognitive skills by providing rigorous objectives that value these skills in the MYP
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts in MYP
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student in the MYP
- Support and encourage student learning in the MYP
- Inform, enhance and improve the teaching process in the MYP

To provide Frazier educators a commonly agreed upon protocol for:

- Gathering and interpreting data
- Improving instructional practices
- Evaluating instructional practices that reflect student inquiry
- Understanding our community of learners
- Reporting data to students, parents, and other community stakeholders
- Recording data in a way that is easily accessible to all stakeholders
- Assessing the process of inquiry as well as the products of inquiry

II. Assessment Philosophy

Frazier International Magnet School's IB World School Candidate Middle Years Programme is dedicated to providing each student with a balanced programme by which

students can acquire knowledge and skills necessary to prepare them for the future. Students are given the opportunity to develop higher-order thinking skills, through various disciplines, and to increase their depth of local and global issues. Our teachers support and believe foremost that the purpose of assessment is to support and encourage student learning. Our assessment practices endorse teacher and student reflection. Frazier is committed to communicating the student learning process to each IB parent. Our curriculum supports the MYP philosophy of curriculum and assessment alignment.

Frazier International Magnet School values knowledge, experiences, action, and growth. Some students come to us with a large body of prior knowledge while others need additional supports to move forward in a unit of inquiry. Assessment is key to determining what our students already know (knowledge), what their prior knowledge is (prior experience), and how much they have grown. Action is measured via student self-assessment.

While we must ensure that assessments measure the five essential elements of learning (the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, the decision to take responsible action), it is equally important to ensure that, when possible, students should be given choice in the way they demonstrate their proficiency in a particular strand. Student assessments should also be authentic when practical. Worksheets should be minimized while authentic work that involves students engaging in real-life situations should be maximized.

III. Purpose of Assessment

Assessments should promote student growth through new experiences leading to new knowledge. The purpose of assessment is to both determine areas for potential growth and areas of strength, as well as, advise students, parents, teachers, schools, and districts how to better support students for continued knowledge building.

Who is responsible for assessment and how?

Administrators, Teachers, and Students are responsible for assessment.

Administrator's Responsibility at Frazier:

- To provide an environment conducive to learning
- To provide a platform for the review and analysis of assessments
- To monitor the development of rigorous standards
- To monitor the support of diverse learners within the programme
- To provide opportunities that will deepen student understanding

Teacher's Responsibility at Frazier

- To provide information about student learning
- To collect evidence of the student's understanding and thinking
- To document the inquiry and learning processes of the students
- To engage students in reflection
- Develop relevant standards based assessment
- Provide in and out of school learning opportunities to support achievement on summative assessments
- To develop clear rubrics that may consist of student input, especially in the case of the community service projects.

- To keep records of test and/or task results using the CPS IMPACT grading system, NWEA, IB report cards, student portfolios, and the identification of exemplar student work.
- To provide rigorous opportunities for higher order thinking skills to be developed and to extend students' knowledge and understanding
- To provide timely authentic feedback on assessments and the students process of learning to all stakeholders

Student Responsibility at Frazier:

- To provide input, when necessary, in the development of clear rubrics for tasks
- To self- and peer-assess work developed by themselves and others using rubrics
- To utilize rubrics throughout the inquiry process
- To share their inquiries and understanding with others
- To participate in the reflection process
- To use the inquiry process throughout their learning
- To be able to analyze their own learning and understandings
- To immerse themselves in a rigorous education experience in order to extend their knowledge and understanding, and to develop their skills and attitudes.

Why do we assess?

- To provide formative assessment as a tool aimed to identify the learning needs of the students
- To provide summative assessment as an accountability tool regarding student achievement in each subject mater
- To provide accountability in teaching
- To evaluate both student performance and efficacy of the program
- To guide pacing and mapping of content/skills
- To provide student performance data as mandated by local, state, and IB-mandated criteria
- To inform the stakeholders
- To show mastery of content, skills, and standards
- To remediate the content, skills, and standards as necessary
- To monitor the learning trends of students
- To show growth and trends

What do we assess?

Assessment Strategies and Tasks (May include, but are not limited to the following lists)

<i>Strategies and Tasks</i>	
<ul style="list-style-type: none"> • Examinations • Questionnaires • Investigations • Research • Performances • Presentations—verbal (oral or written), graphic—through various media • Observations • Open-ended tasks • Process Journals • Portfolios • Creation of models • Essays 	
FORMATIVE	SUMMATIVE
Exit Slips Observations Journaling Reflections Quizzes Written responses Observations Discussions Homework Classwork Graphic Organizers Progress Monitoring Math Talks	Unit of Inquiry Summative Assessments Performance Assessments Projects Tests NWEA End of Unit Assessments Persuasive Essays Argumentative Essays Informative Posters/Bulleting

Documentation

Portfolios:

- Purpose: The portfolio is a way to track growth for both the teacher and the student. The portfolio should provide data to all stakeholders on student progress.
- What is included:
 - Student Work:
 - At least 4 pieces per unit.
 - 1 Unit/planner summative assessment with student reflections, rubrics, and in the case of MYP, criterion referenced levels of achievement will be collected per unit/planner.
- Format: The portfolio will first be created when the student arrives at Frazier. Portfolios will be kept in folders/binders, in the classroom. At the end of every unit 1 high, 2 mediums, and 1 low summative assessment, with reflections and rubrics will be collected, which can then be used for MYP monitoring once Frazier becomes an authorized IB World School.

- Accessibility: The portfolios will be clearly labeled and kept in a location that is easily accessible to all stakeholders: teachers, students, and parents, administration, and staff members.

How should assessment information be analyzed and reported?

Reporting:

Assessment tools will be determined by the grade level or classroom teacher, but may include:

- Rubrics with task specific clarifications
- Exemplars
- Checklists
- Anecdotal Records
- Process Journals (specific to MYP Arts, MYP Design, MYP Level 3 Community Project)
- Student input should be used whenever possible during the creation of expectations and assessment formats.
- MYP Specific Rubrics
 - Year 1 Objectives will be assessed during Year 1 and the Fall of Year 2
 - Year 3 Objectives will be assessed during the Spring of Year 2 and Year 3
 - Each objective and criteria will be assessed twice in a school year in each subject.
 - Teachers will create task specific Rubrics for each unit, that will also become the reports to students and parents using a standardized format.

How will assessment information be reported to students and parents?

Students will receive regular updates (*at the teacher discretion*) and all assessment information is posted on CPS IMPACT, and both students and parents have access to the grading system. Parents will also receive 5 week progress reports for each 9 or 10 week quarter, and in addition to the 5 week progress reports, two parent teacher conferences will be held during the first and third quarter of each school year.

Report Cards

- IB Report Cards, as developed by Frazier, will distributed four times per year, at the end of each quarter (approximately November, February, April, and June)

How often will we review our assessment practices?

- Review of the assessment practices will be continuous and ongoing. We will officially review the Assessment Policy every year during the School Improvement Cycle (CIWP).

IV. Assessment Practices

Types of Assessment

The following assessments are mandatory:

- All formative and summative assessments, as well as student reflections from all MYP Unit Summative Tasks.
- Criterion-Referenced assessments in the MYP.
- NWEA Assessments (3 times per year) as required by CPS.
- PARCC Standardized Test as determined by the State of Illinois.
- REACH Assessments as determined by Chicago Public Schools