



r

# ISP Student Evaluation and Assessment Policy

## Policy Statement

Assessment is an essential component of the teaching process, taking place before, during and after learning. It provides information about a student's areas of strength and growth, as well as helping to identify if additional support may be needed such as interventions or extensions. By collecting accurate data aligned to standards about student achievement, teachers and parents are better able to understand where the child is in the learning process and support students to meet their individual needs.

Establishing a systematic approach to assessment, grading, and reporting is essential to ensure consistency in student experience across all divisions and classrooms, as well as to help collect accurate data, aligned to standards, about student achievement throughout the year. In the evaluation process, teachers should measure student achievement as compared to pre-established standards and should not consider additional factors such as behavior or attendance.

## Purpose

The Student Evaluation and Assessment policy was designed to:

- Describe the approaches used in evaluation and assessment.
- Ensure consistency of approach across all grade levels and classrooms in the school.
- Clarify potential misunderstandings about evaluation and assessment.

## Scope and Oversight:

This policy applies to all teachers and staff members in PK-12 classrooms. This policy will be implemented and enforced by divisional administrators through observation, professional learning, and review.



**Contents:**

[Policy Statement](#)

[Purpose](#)

[Scope and Oversight:](#)

[Rationale](#)

[Definitions](#)

[Policy Guidelines](#)

[Comparison of Assessment Types](#)

[Documentation in Gradebook](#)

[Achievement Levels](#)

[Characteristics of High-Quality Assessment](#)

[Rubric Design and Practices](#)

[Determination of Achievement Level](#)

[Retake Policy](#)

[Impact of Behavior](#)

[Core Value Behavioral Reporting](#)

[Students Receiving Additional Supports](#)

[Common Assessments for Shared Classes](#)

[Timing of Notification and Feedback](#)

[Policy Statement](#)

[Division Specific Guidelines](#)

[High School Specific Guidelines](#)



## Rationale

Grading is deeply ingrained in our culture and plays an important role in education. Grades are used to provide feedback, promote or retain students, identify students for special classes, grant admission to colleges and universities, and provide college scholarships (Cooper & Knight, 2019). With such high stakes, Cooper & Knight (2019) found that when grading practices were implemented without clear supports and policies, it led to frustration from students, teachers, and parents. Due to the many needs and outcomes of assessments, a school must have clear policies and procedures in place to ensure effective practices are being used consistently.

Using aligned, standards-based systems of assessment and evaluation are important for student achievement. When assessments are graded and reported in the correct way, they can be powerful tools for student learning (Munoz & Guskey, 2015). Munoz & Guskey assert that one of the most effective assessment practices is to ensure grades only reflect academic achievement as this makes them meaningful for students. By explicitly linking the curriculum standards with the grading and evaluation system, teachers can provide consistency, validity, and fairness for all students, and help teachers as they seek to close the gap between current and future achievement (Munoz & Guskey, 2015).

As part of an effective assessment policy, structures must be provided that address the needs of exceptional and struggling students. Guskey & Jung (2012) believe that aligned systems of evaluation support these specific students the most as they provide clear, complete, and consistent information about student performance throughout their time at school.



## Definitions

**Evaluation** – The systematic collection, analysis, and interpretation of evidence to determine a student’s achievement related to academic standards.

**Assessment** – A wide variety of methods and tools that teachers use to evaluate, measure, and document a student’s achievement related to academic standards.

**Authentic Assessment** – A form of assessment in which students are asked to perform relevant tasks that demonstrate meaningful application of essential knowledge and skills.

**Pre-assessment** – Assesses students’ current level of knowledge, skills, and understanding prior to the start of a unit to inform instruction.

**Universal Screening** – Evaluates all students against specific international grade-level standards and is used to assess children to see where they are compared to other children in the grade. It can be used to identify a student’s strengths and weaknesses, to inform whether our educational program is meeting the needs of our students, and to identify which students may need interventions.

**Formative** – *Assessment FOR Learning* – Formative assessment is designed to provide specific and immediate feedback to students and teachers to inform instruction.

**Summative** – *Assessment OF learning* – Common assessments that evaluate student learning and mastery of standards at the conclusion of an instructional unit, course, or program.

**Diagnostic** – A diagnostic assessment is used to determine specific instructional needs when students are identified as below grade level on screening assessments.

**Progress Monitoring** – Typically used in tier 2 and tier 3 interventions to evaluate student learning on a regular basis (e.g., weekly, every two weeks) to



provide useful feedback about performance to both students and teachers to determine effectiveness of the intervention.

**Achievement level** – A word to describe a student’s overall achievement of a particular skill or standard; term used in standards-based grading systems.

**Accommodation** – An adjustment to an assignment or task that allows a student to better access the material or demonstrate their understanding. An accommodation does not alter what is being taught or what is expected of a student. Any student can receive accommodations.

**Modification** – A change in content or expectations of a student. These may be made for students with learning differences who are not able to access grade level content. Modifications must be explicitly stated in the IEP of a student.



# Policy Guidelines

## Comparison of Assessment Types

	Pre-Assessment	Formative		Summative
		Check for Understanding	Formative	
<b>Purpose</b>	To measure current level prior to the start of a unit to inform instruction.	To monitor and guide learning while it is still in progress		To judge the level of mastery at the end of a unit or learning objective
<b>Frequency</b>	Before a unit	Every Day	Embedded strategically within the unit	At the end of a learning objective - you may have multiple summative assessments in a given unit.
<b>Length</b>	Should not extend beyond one class (10 - 50 minutes)	Quick (0-5 minutes)	Should not extend beyond one class (10 - 50 minutes)  Exceptions include essays in the drafting process	Should not typically extend beyond one class  <i>Long term projects or portfolios are an exception</i>
<b>Documentation in SEQTA</b>	No	No, but tracked by teacher	MS/HS - Yes PK/ES - No, but work is often sent home	MS/HS - Yes PK/ES - End of quarter reports
<b>Feedback provided in form of...</b>	None	Responding to question, adjusting practice or instruction	Rubric or criteria  (Same as summative rubric)	Rubric
<b>Examples</b>		Responding to a question, informal conversations, exit ticket, class work, home work, self-assessment,	Intentionally designed and strategically embedded to gather data about student's	Tests, final presentations, essays, exhibitions



		teacher conference	level of mastery  May mimic or be related to the summative  Quiz, short answer response, exit ticket, teacher conference  Progress monitoring	
--	--	-----------------------	---	--

## Documentation in Gradebook

Primary (PK3-5th)	Secondary (6th-12th)
TBD	All classes should have at least three formative assessments and one summative document in the gradebook per quarter  Each reporting category must be assessed summatively at least twice in a semester

## Achievement Levels

The following achievement levels shall be used to evaluate student learning: Beginning, Progressing, Achieving, Extending. A rubric should be created and presented to students prior to an assessment to clearly articulate expectations for each achievement level.

Extending	The student extends grade level expectations by extending skills, concepts, and knowledge in innovative ways.
Achieving	The student consistently meets grade-level performance standards. Achieving is an indication that your child is where they should be at this time of the year.
Progressing	The student partially meets grade-level performance standards. This is an indication that your child is close to meeting grade level



	expectations, and with improvements in specific areas, they may be able to be on grade level
Beginning	The student is not yet meeting grade-level performance standards
Not Assessed	This standard was not assessed during this reporting period or student does not have enough evidence to report
Incomplete	The standard was not assessed due to missing or incomplete work

The High School learning scales have 1-7 levels of achievement:

<b>Beginning</b>	1	The student is still developing the <b>prerequisite knowledge, understanding, and skills</b> related to this standard / subject
	2	The student can demonstrate <b>some of the basic</b> knowledge, understanding, or skills, related to this standard / subject
<b>Progressing</b>	3	The student can demonstrate <b>the basic</b> knowledge, understanding, and skills, related to this standard / subject
<b>Achieving</b>	4	The student can demonstrate <b>some of the advanced</b> knowledge, understanding, or skills, related to this standard / subject
	5	The student can demonstrate <b>the advanced</b> knowledge, understanding, and skills, related to this standard / subject
<b>Extending</b>	6	The student can <b>make connections</b> between advanced knowledge, understanding, or skills, and <b>apply them independently</b> in <b>familiar</b> contexts
	7	The student can <b>apply</b> advanced knowledge, understanding, and skills <b>creatively in unfamiliar contexts</b>

In addition, a student may earn an “incomplete” if they fail to submit the necessary assessment. This is not an indication of mastery.

## Characteristics of High-Quality Assessment

Ideally, assessments at ISP should be designed with a lens for Universal Design for Learning (UDL). This includes, but is not limited to, assessments that (are):

1. Designed prior to instructional planning at the start of a unit (Backwards Design)
2. Align with standards and include clear success criteria in the form of a rubric





3. Balanced between traditional and authentic performance tasks.
4. Include multiple options of demonstrating knowledge or skills.
5. Valid, reliable, and fair.
6. Includes elements of inquiry and higher order thinking in an authentic context.

## Rubric/ Learning Scales Design and Practices

*Note: These expectations are for non-IB classes. The IB uses different rubrics  
A rubric is comprised of multiple learning scales*

### Design

- Rubric is designed to guide the teachers instruction, provide differentiation when needed, provide feedback along the way, and is used to assess achievement at the end
- Each learning target begins with an “I can” statement and are worded positively
- Rubric may be transferable and used on multiple assessments
- Rubric is written in terms of complexity, not frequency

### Practices

- Rubric allows for students to self-assess, self-monitor, and provide feedback to their peers
- Rubric is presented to students prior to the unit of study so students understand the goal
- Rubrics for shared classes should be the same. For example, different 10th grade English teachers should use the same rubric

## Determination of Achievement Level

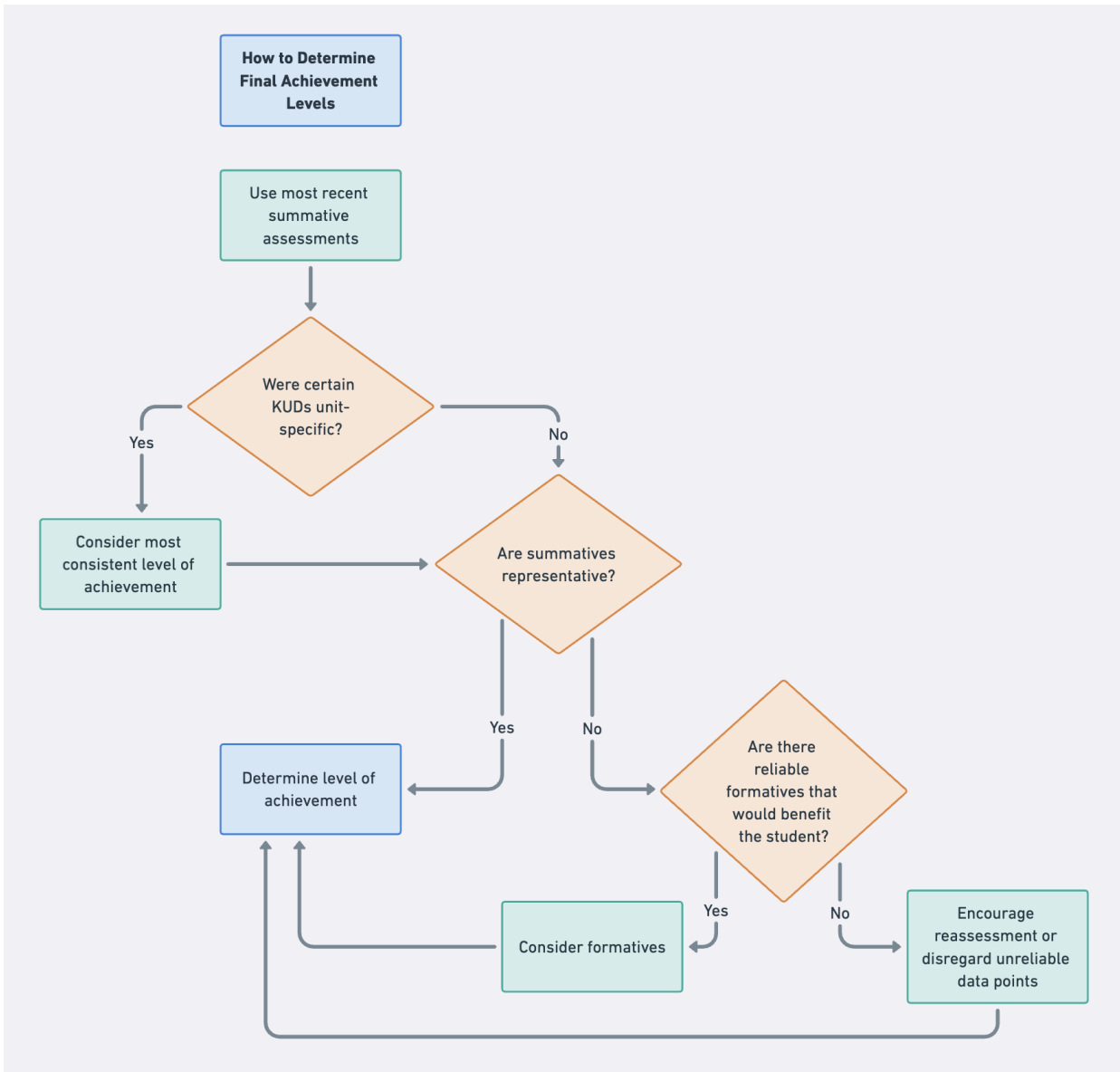
A student’s final achievement level reflects their mastery of a standard at the end of a reporting period. To determine this level of achievement, teachers should thus:

- Use the most recent summative assessments
- To the extent that Know, Understand, and Do’s (KUDs) are unit-specific, consider the most consistent level of achievement
- In the event that summative assessments are deemed non-representative, encourage reassessments or use professional judgment and substitute formative assessments – if they seem more reliable and only to the benefit of the student.



Final achievement grades should not be averages or factor in earlier levels of achievement that have since been surpassed. Neither can they factor in behavior, such as attendance, lateness, non-submissions, or academic dishonesty.

### Explanation of Thought Process for Determining Final Grade





## Reassessment Policy

At ISP, we believe that students should have multiple opportunities to demonstrate mastery of a topic. Our assessment and evaluation policy allows teachers to use their professional judgment to ensure grades represent the most accurate and consistent representation of student mastery. This professional judgment is based on multiple sources of evidence.

Specific reassessment practices will vary by division, using age-appropriate, best practices.

## Impact of Behavior

Non-academic factors such as behavior shall not contribute to the achievement level determination of academic assessments. A student's behavior may indirectly impact their achievement (for example: if they are talking in class frequently, they may not understand the topic), however achievement level should be determined objectively by examining the results of an assessment. This includes late submissions, issues with academic integrity/honesty, and missing work. These behaviors may be reported in core value behavioral reports, communicated with parents via SEQTA, and documented via pastoral care notes.

Non-submissions of work may lead to an "incomplete" for a particular class. In this case, a comment should be added to the report card indicating the reason for the 'incomplete' in the class.

## Core Value Behavioral Reporting

At the end of each quarter, in addition to academic reporting, the ISP Core Values will also be reported on. This system is designed to identify, teach, provide feedback, and allow for self-reflection on behaviors that are essential to creating a strong learning environment at ISP.

Students will self-reflect and receive feedback from their teachers about behaviors related to our core values from each of their classes.

This section of the report will provide feedback from teachers about the frequency of specific behaviors related to ISP's Core Values. The indicators will be:

- **Needs improvement** (Does action less than 50% of the time)



- **Approaching** (Does action 50–79% of the time)
- **Consistently** (Does action 80%+ of the time)

Primary (PK - 5th)	Secondary (6th–12th)
Completed by homeroom teacher, specialists, and spanish teachers	Completed by teacher from each individual class, as well as advisors

### Students Receiving Additional Supports

By using principles of Universal Design for Learning, we work to ensure all students have access to demonstrating their mastery of a skill or concept. Students receiving additional support (English as an Additional Language or Learning Support) should be evaluated using the same criteria as all other students.

Students enrolled in Learning Support will receive an individualized report documenting student progress of the goals established in the Individual Education Plan (IEP) at the end of each grading period. Students will also receive a report card to document progress towards pre-established academic standards for that child. Student accommodations will not be included on the report card.

If a student is unable to access material at the grade level expectation, a modification may be considered. The decision to modify content should be made in collaboration with teachers, learning support team, parents, and administrators. Students working on a modified curriculum should have rubrics designed in line with their own abilities, and these modifications should be documented on the report card. A specific comment should be made on the report card indicating that this student is receiving a modified curriculum.

### Common Assessments for Shared Classes

*Note:* Shared classes are when the same class is taught to a different group of students by different teachers. Examples include two sections of 9th grade biology led by different teachers or all 2nd grade math classes.

Assessments (pre, formative, summative) for any shared classes should be collaboratively selected, designed, and reviewed prior to the start of a unit. The summative assessments for any shared classes should provide the same options to



students. It is recommended (but not required) that all pre-assessments and formative assessments be the same.

Prior to evaluating student mastery, teachers of shared classes should collaborate to norm on how the criteria apply to student work.

### Timing of Notification and Feedback

	Primary (PK3-5th)	Secondary (6th-12th)
<b>Notification to Students (Summative Assessments)</b>	One week	Two (2) weeks in advance
<b>Sharing of Grades (and posted in SEQTA)</b>	NA at the moment	Within three (3) class periods*

\*This may be different for extended assessments such as essays

In Secondary school, students may not have summative assessments in more than two classes on a given day. In the event that a student has more than two summative assessments in a day, they should speak directly with their teacher(s) as well as their advisor at least three days in advance. This does not include long-term or ongoing assessments or projects. It is possible that a student has a long term project due on the same days as two summative assessments.

### Time Constraints

Assessments should measure student mastery. If necessary, additional time may be granted at the discretion of the teacher. Exceptions to the rule include:

- Externally administered assessments that require time limits (IB, SAT)
- Assessments designed to prepare students for time constraints on externally administered assessments
- Assessments that measure fluency (math facts, reading words per minute, etc.)

If an assessment is not completed during the time allotted, a student should request additional time during lunch or after school, but should not miss additional class time unless permitted by the teacher.



## Policy Statement

A comprehensive evaluation system is an important process through which a school can ensure all students are achieving academic success of standards established for their grade level. Through consistent issuance of student evaluations, a school promotes continuous assessment, informs relevant stakeholders as to the student's progress, and provides a system of identification that allows for intervention and extension opportunities to be provided if necessary to improve student performance.

Assessment is how we evaluate student learning. Assessment of students happens in many ways—formally, informally, and through standardized testing. Three common approaches to assessment used at ISP are diagnostic, formative, and summative assessment.

### *Evaluation System*

The Head of School shall establish an evaluation system for assessing student academic achievement and progress relative to previously established standards set for students at that instructional level. All assessments must be aligned to standards and be designed to assess student achievement accurately. Student achievement should be reported via the established standards-based grading system and should only reflect academic achievement against standards. Achievement levels should not be influenced by factors such as behavior or attendance in class.

The evaluation system should provide clear communication structures with students and parents, so they are consistently informed of where their child is in the learning process as aligned to pre-established academic standards. The grading and reporting period should consist of nine-week periods of time, unless otherwise communicated by the Head of School.



Teachers will evaluate student performance and maintain accurate records to justify a particular achievement level for a student. The school will provide a clear explanation of grading practices including the weighting and role of different types of assessments in the determination of the final, overall achievement level.

#### *Students Receiving Additional Services*

Students enrolled in Learning Support will receive an individualized report documenting student progress of the goals established in the Individual Education Plan (IEP) at the end of each grading period. Students will also receive a report card to document progress towards pre-established academic standards for that child. Student accommodations will not be included on the report card. If a child has a modified curriculum for a particular class, this will be noted in the class comment for that class on the report card.

#### *Assessment Policy Review*

This policy is reviewed and updated annually.