

Alturas Preparatory Academy

Assessment Policy

The primary purpose of assessment at Alturas Preparatory Academy is to support student learning. IB teachers use assessment to inform instructional decisions, to better understand the academic needs of students, and to analyze the effectiveness of instruction. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the effectiveness of academic achievement and provides direction for teachers, learners, parents, administration and overall school development. Assessment is varied between formative, summative, self, and peer assessments. Assessment is grounded in the following principles:

- Assessments are designed to reflect the written curriculum for each course.
- Data is used to provide continuous feedback to students.
- Formative and summative assessments are used concurrently to monitor student progress.
- Assessments are designed to ensure fairness for all students.
- Accommodations in assessments will be made for students with varied needs and abilities.

Assessment and the IB Learner Profile

Instruction is implemented in small groups, at instructional levels so every student can develop their analytical and critical thinking skills. In addition, this provides students with a more in depth way to develop their IB Learner Profiles with the knowledge and skills they continually gain. The IB Learner Profile is transparent in the classroom and evident in the language of the school. Informal observations are used by teachers to give learners feedback on their development of the learner profile attributes. Opportunities are made for peer and group involvement in the assessment of learner profile attributes. Learners reflect on their development of certain targeted aspects of the profile at the end of selected learning experiences.

Assessment practices and strategies

The school operates the following practices:

Pre-assessment

All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience. Data is utilized from Star and NWEA testing.

Formative Assessment

Ongoing and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners, and parents about the progress of learning. Formative assessment and learning are directly linked and provide feedback that is responsive to learner needs and informs teaching practice. Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback which is also greatly supported and visited during small group instruction throughout the day. Rubrics are used as a guide to support students. Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and understanding that making mistakes are part of the learning process. and help them achieve their goals. Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations, student led teaching, and quizzes.

Summative Assessment

Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance as evidenced by completion of the IB unit planners. The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. The tasks involved are usually modeled on those mandated by the IB and graded in accordance with IB criteria. Summative assessments include tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, or oral examinations.

Internal Assessments

IB courses include internal assessments which are examples of student work and evaluated by teachers and reviewed and monitored by each department. This ensures reliability and alignment with IB assessment standards. This can take form with investigations, math projects, portfolio work, lab reports, artistic performances, and project nights. These internal assessments allow IB students to showcase their skills and allow individual choice and exploration of an area of interest.

External Assessments

All IB courses have external assessments and are assessed in May. These exams are administered under strict protocols in order to ensure fair and valid results. These examinations are administered over a two-day period for each support according to a schedule provided by IBO. Most examine questions are open-ended and require students to create a response based on data sets, case studies, and course syllabus knowledge. The IB examiners will score these exams

using mark schemes and rubrics. Preparation for these exams are ongoing with the IB courses, as teachers provide practice questions, use exam rubrics for formative and summative assessments.

Self-assessment

Reflection and self-assessment are fundamental elements of the assessment process. Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning. Self-assessment is essential to help students examine their strengths and weaknesses.

Peer assessment

Peer assessment happens as part of the teaching and learning process. This will take place in small group instruction with partners, and feedback will be given on a continuous basis as students complete projects and class assignments. The IB Profiles are the foundation of learning procedures and are implemented on a consistent basis. It is important for the classroom to build a strong community so students are safe being risk-takers as they navigate their learning with collaboration and effective communication.