

## **Assessment Policy**

### **Wauwatosa Catholic School MYP**

#### **Philosophy**

Assessment is a vital part of the school's teaching and learning program. It provides information about student learning and development as well as a framework for curriculum planning, self-reflection and collaboration. Assessments provide data and allow for analysis regarding student performance. They identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

#### **Purpose of Assessment for Teachers:**

- To enhance student learning
- To monitor individual progress of student learning
- To guide curriculum development
- To guide instruction

#### **Purpose of Assessment for Students:**

- To provide consistent, timely feedback
- To provide opportunity for reflection
- To show what students know at various points in learning
- To identify strengths and weaknesses
- To promote student responsibility for and ownership of learning

#### **Purpose of Assessment for Parents:**

- To communicate consistent, timely feedback
- To provide transparency of curriculum

#### **Principles of Assessment:**

- Assessment is key to planning, teaching and learning
- Assessments will be differentiated to account for students' needs
- Assessments will promote a deep understanding of the content area
- Assessments will develop and promote higher level thinking skills
- There is a balance between formative and summative assessments
- There are opportunities for both peer and self-assessment
- All work submitted for assessment must be the student's own work
- Students will receive timely and meaningful feedback on their performance on assessment tasks

#### **Assessment Practices:**

- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process

- Teachers will organize relevant assessment and reporting procedures according to the objectives of the MYP
- Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides
- Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject
- Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios will be used to record students' responses and performances
- Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests in order to assess student performance and basic skill levels
- Teachers will report assessment with report cards, parent-teacher conferences, student-led conferences and anecdotal records
- A progress report with student achievement on MYP criteria will be reported at the end of the school year

### **Evidence of Student Understanding:**

Assessment of student learning is ongoing and should make use of a variety of forms including:

- Quizzes
- Tests/exams
- Portfolios/notebooks/journals
- Verbal responses
- Project work including individual and group projects
- Class discussions
- Group work participation
- Compositions
- Performances
- Peer assessments
- Self-assessment
- Labs

### **Pre-Assessment**

- Assists teacher in planning learning activities
- Activates prior knowledge

### **Formative Assessment**

Effective formative assessment provides information needed to adjust teaching. Formative assessment actively involves students in the process as they learn to self-assess, peer-assess and set goals based on the teacher's feedback. Formative assessment

- Is interwoven within daily learning and instruction
- Allows teacher to make necessary adjustments to teaching plans and methods
- Involves students as they reflect on their own Approaches to Learning

### **Summative Assessment**

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles

### **Grading and Reporting:**

- All students will be assessed according to the IB MYP Assessment Criteria and the Archdiocese of Milwaukee Grading policy
- MYP Assessment: Teachers will produce a school-designed MYP assessment progress report for each IB unit completed during the year. Parents will be able to review the requirements for each of the criteria, read the student's reflections of their own work, and review the teachers assessed results.
- Diocesan Report Card; The students and their parents are informed every nine weeks of the student's academic progress using the Archdiocesan Report Card. These report cards are sent home four times per year at the conclusion of each grading period. These report cards depict the student's grades and academic performance in each class or course in grades 6-8 based upon examinations as well as written papers, class participation, and other academic performance criteria.