ICS

01

OUR CORE BELIEFS ABOUT ASSESSMENT

- Assessment is designed to inform, audit and improve learning.
- Assessments need to be carefully planned and there must be clear alignment amongst the standards, learning targets, what is assessessed and what is reported.
- Assessment practices should be fair, transparent, and equitable.
- Assessments should be varied, and provide the best and most authentic evidence of student learning.
- Assessments should provide students with multiple opportunities to demonstrate proficiency of learning.
- Feedback is a critical part of assessment and needs to be clear, specific, meaningful and timely in relation to the assessed standards, in order to move learning forward.
- The gathering of evidence and data is essential in order to monitor, inform and improve student learning.
- Students should be actively engaged in their own learning process and in assessment of their learning.
- Achievement and effort (behaviors) are assessed separately.

02

ASSESSMENTS FOR LEARNING

FORMATIVE ASSESSMENTS

Formative assessments (assessments for learning) are ongoing assessments and observations that provide meaningful feedback on a student's understanding of the concepts and what the students know and are able to do. Formative assessments inform, monitor student learning, shape instruction and improve student learning. Formative assessments are used as the primary form of assessment at ICS. Formative assessments provide opportunities for students to try new approaches, make managed errors, and learn from their mistakes in a low-risk learning environment. Formative assessments are used by students to guide their own learning and learning processes.

SUMMATIVE ASSESSMENTS

Summative assessments (assessments of learning) are designed to evaluate student learning by measuring achievement against the standards. Summatives are often used at the completion of an instructional unit or course.

03

ESSENTIAL ASSESSMENT QUESTIONS

- How will we know if a student has learned or not?
- How will we provide students with multiple and varied opportunities to demonstrate their learning and to reflect on their learning?
- How will we check for understanding and make timely adjustments to our teaching practices?
- How will we provide regular feedback to our students and involve them in their own learning?
- How will we know if the students have achieved the required standards and proficiency?
- What will we accept as evidence of student learning?

04

STANDARDS-BASED ASSESSMENT

ICS has adopted standards for what every student should know and be able to do in each subject area and grade level. These standards set high expectations for ICS learners, teachers and the school. Standards-based assessment guides curriculum and measures a student's proficiency against a standard. The standards are further sub-categorized into strands. Learning targets unpack specific aspects of the standard.

STANDARDS-BASED GRADING MEASURES A STUDENT'S PROFICIENCY ON WELL-DEFINED STANDARDS AND LEARNING.

DEFINITIONS:

Standard: *A big understanding that the students are expected to develop and deepen over time. A standard is an explicit statement of what students are expected to know, understand and be able to do.*

Strand: *A way of grouping standards in order to provide better feedback.*

Learning Target: *A learning target unpacks specific aspects of a standard. It is written as a more specific understanding, concept or skill, and is measurable. The learning targets are performance expectations that break down the standards into appropriate scaffolded learning or grade level proficiencies.*

Common Rubric: *Outline the criteria for success and proficiency levels that are used within a grade level, course or department. Common rubrics are used to assess and provide feedback for major formative and summative assessments. When possible, common rubrics should be aligned with the identified assessment strands.*

05

ASSESSMENT ESSENTIAL AGREEMENTS

STANDARDS ALIGNMENT AND CRITERIA FOR SUCCESS

- Work together with colleagues and within PLCs to unpack the course/unit standards and establish the level of expected proficiency and learning progressions within the standards.
- Ensure there is clear alignment amongst the identified standards, the learning targets, what is assessed and what is reported.
- Explicitly share the standards, learning targets and success criteria with students at the beginning of learning to ensure that students have a common and shared understanding of these learning targets and criteria of success as learning progresses.
- Utilize common grade level/department rubrics to define success criteria and levels of proficiency against the standards/strands being assessed.
- Provide exemplars of work to help guide student success.
- Ensure that additional marking strategies, symbols and feedback structures are explicitly taught and clearly understood by students in order to provide them with actionable next steps.
- Ensure that students are assessed upon standards and learning targets appropriate to the time of year and what has been covered within the unit, and not the end of year course standards.

A student cannot be penalized for the standards not being covered.

06

ASSESSMENT ESSENTIAL AGREEMENTS

VARIED OPPORTUNITIES TO DEMONSTRATE LEARNING/ EVIDENCE OF LEARNING

- Provide multiple and varying opportunities for students to demonstrate proficiency against the standards.
- Gather information and evidence of student learning using a variety of assessment strategies and tools.
- Collect and analyze valid and credible evidence of student learning and proficiency against the standards.
- Work with PLC teams and colleagues to evaluate data, evidence of learning and large scale assessment data (internal and external) in order to focus instruction, direct professional conversations, and to direct the re-evaluation of the curriculum to meet student needs.

07

ASSESSMENT ESSENTIAL AGREEMENTS

FEEDBACK

- Provide descriptive, clearly, timely and meaningful feedback to students.
- Use assessment to inform instruction, guide next steps and help students monitor their progress towards achieving their learning targets.
- Clearly communicate assessment data with students and parents.

08

ASSESSMENT ESSENTIAL AGREEMENTS

STUDENT AGENCY WITHIN THE LEARNING PROCESS

- Guide students in the owning and assessing of their own learning, including establishing where they are in their learning, goal setting processes and planning next steps for learning.
- Whenever possible, provide students with voice and choice into how they demonstrate proficiency and design their own assessments, in line with the standards and progressions.
- Provide students with evidence/data and the opportunities to participate in designing their own interventions, extensions and assessment opportunities.