

Assessment Policy

In collaboration with our entire community, we are committed to academic excellence, intercultural understanding, and emotional and social support that promotes inquiring students to be caring global citizens.



“There are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate.” ~Griffin, 2009

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Philosophy of Assessment

In our philosophy of assessment we are guided by the following principles and beliefs:

Assessment:

- Informs learning and teaching
- Is process over product
- Is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning
- Identifies what students know and understand during various stages of the learning process
- Supports student learning and provides valuable information including knowledge, skills, and conceptual understandings
- Is meaningful to all members of the learning community
- Determines the effectiveness of teaching
- Informs curriculum and assessment review
- Utilizes a variety of tools and strategies that reflect a well-rounded picture of student learning that monitors, documents and measures learning
- Is authentic to help make real world connections and engage students
- Includes learning goals, success criteria and the process students use to learn that is clear and specific
- Focuses on student progress rather than performance in relation to others
- Feedback to students should be prompt and supportive to inform what is needed to support future learning and increases student motivation
- Forms an integral part of the planning/assessment/reporting cycle and acts as a feedback mechanism for curriculum development.
- Includes broad range of attributes, concepts, knowledge, and skills

Teachers:

- Monitor the progress of student learning and achievement
- Understand the purpose of assessment
- Utilize a variety of methods and selects appropriate tools and strategies
- Use data and evidence to inform teaching strategies and instruction
- Improve own practice through reflection on evidence and data
- Support student reflection through modeling
- Utilize collaborative approach to design and moderate
- Provide data to plan for next steps in learning
- Provide multiple opportunities and contexts for students to practice their skills in order to feel successful
- Support students to become assessment-capable
- Collaborate to design, moderate, and analyze assessments
- Provide effective feedback and communicates the learning progress
- Collect and use observable learning evidence that can be seen, heard, or touched

- Share evidence and data with students and the learning community
- Co-construct learning goals and success criteria with students
- Define and communicates learning goals and success criteria clearly with students and parents
- Design guided and open-ended learning experiences that provides students with opportunities to demonstrate skills in different contexts
- Identify where and when students are most ready to learn and be challenged

Students:

- Are a vital role and are actively engaged in the assessment process
- Have differing learning styles
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is ongoing, positive, and constructive
- Have an active role to play in self assessment and peer assessment
- Partner with the teachers to design their learning goals and success criteria
- Select evidence that demonstrate learning goals
- Develop metacognitive skills for learning reflection and planning next steps in learning
- Utilize feedback and strategies to adjust their own learning and identify where and when to make improvements
- Agents of their own learning

In addition:

- Assessment undertaken by the faculty must be in accordance with the school assessment principles.
- Assessment should take place in every grade level and every subject.
- Students should be made aware of the assessment tools used before commencing any area of study.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- Assessment should reflect skills applicable to content and course objectives.
- Assessment should consist of a range of formative and summative activities applicable to the year and/or course.
- Assessment should be used to diagnose individual differences, learning problems and student needs.
- The faculty should keep a clear and accurate record of any assessment.

PYP Assessment Practices

Through the IB PYP Program of Inquiry, Oberlin Elementary teachers strive to provide the opportunity for learners to construct meaning through a continuum of inquiry and assessment. They understand the importance of monitoring, documenting, measuring, and reporting the process. This is accomplished by emphasizing monitoring and documenting learning as well as emphasizing the connections between subject-specific knowledge, conceptual understandings and skills, Approaches to Learning, and themes to construct new knowledge. The transdisciplinary themes – Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, Sharing the Planet – provide a focus for inquiry, while ATL, literacy, and numeracy emphasize the skills. Teachers utilize prior knowledge of what the students already know and can do, check if learning is on track or if extension is needed, provide depth and breadth in understanding, and provide feedback on student progress and performance in each of these areas.

Additionally, feedback should be provided on the attributes listed in the PYP Student Profile: Inquirer, Communicator, Thinker, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Balanced, and Reflective. This profile serves to increase the children's awareness of, and sensitivity to, the experience of others beyond the local or national community, thus promoting an understanding that there is a commonality of human experience.

At Oberlin Elementary, we assess performance and progress in each of the following subject areas: reading, writing, math, science, social studies, art, music, physical education, social skills, and work habits. We assess State standards and allow for multiple opportunities of assessment on knowledge and skills related to conceptual, enduring understandings over time.

Common Practices Using the MYP Assessment Criteria

Through the IB Middle Years Program, Langston Middle and Oberlin High School teachers strive to provide the opportunity for learners to construct meaning through a continuum of inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge, the key concepts, the global contexts, and approaches to learning. Feedback should be given on student progress and performance in each of these areas.

At Langston Middle and Oberlin High School, we assess performance and progress on summative assessments using the MYP achievement descriptors for each year of the eight MYP subject areas: Language and Literature(English), Language Acquisition (Spanish or ASL), Mathematics, Sciences, Individuals and Societies, The Arts (Music & Visual Art), Physical Education and Health, and Design. These criteria are assessed at least twice a year and allow us to assess big ideas (key concepts) which include State standards and assessments related to enduring understandings as well as disciplinary-related concepts.

Implementation of Formative and Summative Assessment

Formative assessment is interwoven with daily teaching and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposely without the other. The five attributes of formative assessment according to Darling are learning progressions, clear learning goals and criteria for success, descriptive feedback, self and peer assessment, and collaboration. (Darling-:Hammond, Aness, and Falk. 1995, p.131)

MYP Summative assessment occurs at the end of a teaching and learning cycle. Summative assessment tasks should allow students to reach the highest level of the descriptors in the MYP rubrics by:

- demonstrating their understanding of the key and related concepts,
- responding to the statement of inquiry,
- communicating the Approaches To Learning skills developed,
- demonstrating their understanding of the objective, and
- demonstrating their understanding of the subject specific knowledge

MYP Grades and Grades as Reported to the State of Ohio and Recording and Reporting Student Achievement

Within the MYP Programme, grading should be undertaken positively and consistently, giving students credit for what they have achieved without being influenced by too many omissions. Teachers look for evidence of what students know and understand. Teachers reward alternative yet equally valid answers that contain coherent ideas relevant to the question. Any mark scheme used should not be considered exhaustive.

Standardization

When possible, subject-alike teachers develop common units of work, common rubrics, and trade student work samples to standardize scoring

Achievement Levels

Each teacher will use MYP rubrics that are age and developmentally appropriate to award achievement levels for each criterion at least twice during the year. Achievement levels are converted into school grades based upon the descriptors in the IB rubrics.

Grades

School Grades: Due to State and Local requirements students are assigned percentage/letter grades which are required for graduation and reporting to colleges and universities.

Achievement levels are entered into the electronic grade book. Because of how the grade book system is programmed, the MYP achievement levels can be found under the heading of "Standards". They are then converted into a school grade based upon the criterion descriptors. Grades and achievement levels are accessible online at any time.

MYP Final Grades: At the end of each year teachers determine a final level of achievement for each criterion and use holistic judgement and the grade boundary tables to determine a final grade with descriptors. This final grade is reported in the electronic gradebook (again under the "Standards" tab as "Final MYP Grade").

Final MYP Grades"

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very Poor
- INC Work Incomplete