

# OMS and OHS 6-12 Assessment Policy

**Oxford's Mission** is to provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

## Philosophy and Goals

At Oxford Secondary Schools, we strongly believe that learners construct their own understanding. In devising meaningful learning and assessment three questions must be considered: What do we want to learn? How best will we learn? How will we know what we have learned?

Oxford Secondary Schools expect assessments:

- to provide students the opportunity to adopt greater roles of responsibility, become more effective communicators, and assume greater ownership of their learning
- to increase-not merely monitor-student confidence, motivation, and learning
- to inform instruction and to guide the buildings and district in School/District Improvement processes
- to develop a culture of professional learning using formative and summative assessments through the PLC process
- to make appropriate instructional, program, building, and district decisions based on student data at all stages in the learning process
- to support the vision and rigor to meet our State Standards and Criteria provided by IB, AP, PLTW, and CTE.
- to support the requirements of our Teacher Evaluation System

### **The essential role of assessment in curriculum and instruction:**

Everyone involved with assessment including teachers, students, and parents must have a clear understanding of the reasons for the assessments, what is being assessed, the criteria for success, and the method by which the assessment is being made. Ongoing assessment is integral to guiding students through the learning process as assessment data will inform both teaching practices and our curriculum planning. Coupled with tools for analyzing data, this system will produce high levels of student achievement and stakeholder satisfaction.

## Assessment Purpose

Our Assessment Action Plan is a crucial step in understanding the Teaching and Learning Cycle, answering the following questions:

### ***What do students need to know, understand, and be able to do?***

- The curriculum is articulated by our State Standards and our local curriculum (aligned to the MYP Criteria in grades 6-10 and criteria in specified content area courses) and designed to engage students in higher order cognitive skills through multiple learning modalities.

### ***How will we teach effectively to ensure students learn?***

- facilitate student thinking and provide opportunities for students to apply their understanding of new circumstances
- use data to inform, enhance, and improve the teaching and learning process
- use PLC data teams and curriculum reflection to help guide teachers with best practices, which are then reinforced by professional development and coaching
- develop global thinkers by creating assessments set in a variety of cultural and linguistic contexts

### ***How will we know that students have learned?***

At the classroom level teachers,

- determine the level of understanding using both summative and formative assessment
- use informal and common formative assessments as well as common summative assessment to guide the teaching and learning experiences inside the classroom
- provide feedback for students and teachers for continued learning

### ***What do we do when students don't learn or when they reach mastery before expectation?***

- encourage students to reflect on their own learning, set goals, and create an action plan for future success or advancement
- with the use and analysis of common formative assessment teachers will determine each student's need for further differentiated instruction based on a body of evidence

## Definition of Assessment

Assessment is best defined as “the process of observing learning” that entails “describing, collecting, recording, scoring, interpreting information, and providing timely, clear and actionable feedback about a student's or one's own learning.”

In order for assessments to serve as reliable indicators for Oxford stakeholders, assessments:

- are directly related to student learning
- are used to monitor and take action on a student's learning, *not merely to audit it*
- encourage students to monitor their own learning
- inform both teacher and student to adjust instruction for student growth

In order for assessment to be a deliberate process, it has to:

- be manageable for teachers and students
- be modeled, shared, developed and evaluated in a supportive learning environment
- aid in determining the effectiveness of instruction and the curriculum
- have individual and school-wide performance communicated to all stakeholders

## **Roles and Responsibilities**

### *Student Responsibilities*

Students will:

- Be autonomous learners by thinking independently, assessing their progress and taking responsibility for deadlines without excuse.
- Actively participate in formative and summative assessment to support the learning process.
- Submit work on time, attending to draft and final deadlines.
- Be organized with materials and assignments and prepared for class,
- Use an assignment calendar/planner.
- Seek help when they need to better understand a concept or skill.
- Demonstrate a positive attitude, focus and stay on task in class.
- Be willing to grow in the Oxford Learner Profile.

### *Parent/Community Responsibilities*

Parents will:

- Work as partners with students, educators and other members of the education community (counselors, paraprofessionals, administrators, and support staff).
- Recognize their student's current learning strengths and weaknesses.
- Regularly monitor their student's growth and progress.
- Provide an appropriate learning environment and tools at home.
- Openly communicate with their students and educators regarding learning concerns.
- Participate in the learning process through support and reinforcement at home.

### *Teacher Responsibilities*

Teachers will:

- Focus on the assessment of student learning outcomes to improve the learning process.
- Use formative assessment data to modify teaching and summative assessments to evaluate individual student progress.
- Maintain open lines of communication with students and parents.
- Analyze assessment data to identify patterns of individual student performance and needs.
- Work in collaborative teams to design and evaluate common assessments.
- Compare common assessment data with other teachers to evaluate where student learning has been strong and where it needs improvement.
- Recognize diverse learning styles by using a variety of teaching and assessment strategies.
- Provide timely feedback on student performance.

Oxford's Secondary Assessment Policy utilizes an array of assessment strategies. Tasks specific to the MYP Performance Assessment Requirements follow these guidelines for student learning.

<b><u>MYP Performance Assessment Requirements</u></b>		
Assessment Strategies are listed in Principles into Practice pgs 85-86.		
<b><u>Subject Area</u></b>	<b><u>Assessment Criteria</u></b>	<b><u>Assessment Clarifications</u></b>
	Subject groups must address all strands of all four criteria at least twice in each year of the MYP. For specific strands see the updated subject guide.	
<b>Arts</b>	<ul style="list-style-type: none"> <li>A. Knowing and Understanding</li> <li>B. Developing Skills</li> <li>C. Thinking Creatively</li> <li>D. Responding</li> </ul>	<p>Teachers need to clarify exactly what the “skills and techniques of the art form studied” means in a given assessment task.</p> <p>*All four objectives must be evidenced through the arts process journal.</p>
<b>Design (Technology)</b>	<ul style="list-style-type: none"> <li>A. Inquiring and Analyzing</li> <li>B. Developing Ideas</li> <li>C. Creating a Solution</li> <li>D. Evaluating</li> </ul>	See page 46 in the Subject Guide for Criterion Specific expectations.
<b>Individuals &amp; Societies (Social Studies)</b>	<ul style="list-style-type: none"> <li>A. Knowing and Understanding</li> <li>B. Investigating</li> <li>C. Communicating</li> <li>D. Thinking Critically</li> </ul>	<p>MYP students are required to engage in an investigation in individuals and societies in each year of the programme.</p> <p>For summative assessments, teachers must use criterion B in combination with at least one other individuals and societies criterion.</p> <p>See page 26 in the Subject Guide for assessment considerations.</p>
<b>Language Acquisition</b>	<ul style="list-style-type: none"> <li>A. Comprehending Spoken and Visual Text</li> <li>B. Comprehending Written and Visual Text</li> <li>C. Communicating in Response to Spoken, Written and Visual Text</li> <li>D. Using Language in Spoken and Written Form</li> </ul>	See Page 43 in the Subject Guide for assessment considerations.

<b>Language and Literature</b>	A. Analyzing B. Organizing C. Producing Text D. Using Language	Clarifications are made to the content of study unit planning process
<b>Math</b>	A. Knowing and Understanding B. Investigating Patterns C. Communicating D. Applying Mathematics in Real Life Contexts	Criterion A requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability).  See pgs 33-34 in the Subject Guide; Additional Criterion Specifics can be found in the Assessment Criteria on pgs 37-50.
<b>PE &amp; Health</b>	A. Knowing and Understanding B. Planning for Performance C. Applying and Performing D. Reflecting and Improving Performance	See pgs 26-42 in the Subject Guide for Criterion Specific expectations.
<b>Sciences</b>	A. Knowing and Understanding B. Inquiring and Designing C. Processing and Evaluating D. Reflecting on the Impacts of Science	In every year of MYP sciences, all students must independently complete a scientific investigation that is assessed against criterion B (inquiring and designing) and criterion C (processing and evaluating).

11-12 grade classes are also expected to create performance assessments using the State/National Standards expected by the specified content area

AP Assessment specifics can be found at AP Central under AP Course & Exam Descriptions

PLTW Assessment specifics can be found PLTW.org

CTE Assessment specifics can be found at CTE Navigator under the GAP Analysis Documents

Diploma Programme assessment specifics can be found in the current subject guides on the Online Curriculum Center

**OCS Assessment Terms and Definitions** Not Defined in Outline

<b>Assessment Term</b>	OCS Definitions
<b>SLO (Student Learning Objective)</b>	Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual educators. Educators must develop a SLO based on a thorough review of needs, identification of specific instructional strategies or supports that will allow the attainment of the growth goals. The ultimate goal of SLOs is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.
<b>Data Dialogue</b>	Data dialogues are structured group conversations that: • Help educators understand, develop, and work with their data through a thoughtful, reflective process that includes district and school leadership teams and multiple data sources; • Promote openness, build relational trust, and bring positive energy to school teams; • Guide schools and districts toward a series of big ideas for strategic change that are essential to improved student achievement.
<b>Standard “Unpacking”</b>	Strategy that enable collaborative teams to achieve collective clarity and agreement regarding specific learning targets contained within the standards

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