



## -Assessment Policy-

At Higher Learning Academy (HLA), we believe that every assessment piece administered should be designed to demonstrate student learning. Assessment should also provide students with feedback that supports and enhances their learning. Assessment should be frequent, ongoing, and differentiated and/or accommodated as needed.

**Pre-assessment** tests or activities are a crucial part of the inquiry process. Pre-assessments/activities allow the teacher to assess what their students already know about a given concept. This knowledge allows the teacher to begin a unit of inquiry at the appropriate level of rigor for the whole class and for individual scholars.

**Formative assessments** should be conducted throughout the unit of inquiry and should relate to the unit's lines of inquiry. Formative assessments are used to assess student understanding during a unit of inquiry. The teachers should use their data from the formative assessments to guide instruction appropriately.

**Summative assessments** should be designed to assess whether or not scholars mastered the central idea of the unit of inquiry. Scholars should know how they will be graded before completing the assessment, and the assessment should provide for student agency. Summative assessments can be individual or collaborative; however, if the assessment is collaborative it should have an individual feedback aspect. We understand that summative assessments are a demonstration of the mastery piece our units are designed to build towards; our summative assessments are an end piece to a unit of inquiry.

At HLA, we understand that all of our scholars are different, and as such, they have different needs. We will strive to ensure that the needs of all scholars are met by utilizing: differentiation and/or accommodation strategies, intervention, ELD, multiple measures of assessment, and ongoing assessments to adjust instruction as needed.

### **Assessment Essential Agreements:**

- ✓ A multitude of assessment types should be utilized to ensure reliability
- ✓ Teachers will collaborate with their peers to ensure uniformity in grading practices
- ✓ All teachers will provide scholars with the strategies and tools they need to succeed
- ✓ Both teachers and students will actively perform self-assessment and reflection throughout the inquiry process
- ✓ Teachers will maintain IB portfolios to track student learning in accordance with the HLA IB portfolio requirements



- ✓ Teachers will actively participate in ongoing collaboration and training to continue to grow as an educator and a facilitator of the inquiry process

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| <p>Pre-Assessment</p>       | <ul style="list-style-type: none"> <li>- crucial part of the inquiry process</li> <li>- guides instruction</li> <li>- lets teachers see what their scholar's already know</li> <li>- saves time because teachers will not spend time on topics already mastered</li> <li>- could also be used as a post-assessment to determine growth</li> </ul>   | <ol style="list-style-type: none"> <li>1. Inquiry Chart</li> <li>2. "I Wonder" questions</li> <li>3. Observation Charts</li> <li>4. Discussion</li> <li>5. Journal Writing</li> <li>6. Pre-Test</li> <li>7. Video with questions</li> <li>8. Specific picture with questions</li> <li>9. I-ready Diagnostic (Reading and Math)</li> <li>10. BPST (Letter and Sound Recognition) (TK-2)</li> </ol> |
| <p>Formative Assessment</p> | <ul style="list-style-type: none"> <li>- is ongoing throughout the unit of inquiry</li> <li>- used to monitor student learning/progress</li> <li>- guides instruction and pacing</li> <li>- determine if reteaching is necessary</li> <li>- can be used as a reflective tool with students to help identify their strengths and areas where they need some more help</li> <li>- relate to the lines of inquiry and are standards based</li> <li>- use multiple measures throughout unit of inquiry</li> </ul> | <ol style="list-style-type: none"> <li>1. Discussions</li> <li>2. Sorting Activities</li> <li>3. Quizzes</li> <li>4. Journal Writing</li> <li>5. Google classroom writing responses</li> <li>6. Exit tickets</li> <li>7. observations</li> <li>8. Verbal/written reflection</li> <li>9. Self-assessment/evaluations</li> </ol>  |
| <p>Summative Assessment</p> | <ul style="list-style-type: none"> <li>- are given at the end of a unit of inquiry</li> <li>- are an opportunity for scholars to demonstrate their mastery of the central idea and related standards</li> </ul>   | <ol style="list-style-type: none"> <li>1. Research Based Projects</li> <li>2. Presentations</li> <li>3. Tests (multiple choice, true/false, short answer)</li> </ol>  |



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|  | <ul style="list-style-type: none"> <li>- should have an element of choice and be directly connected to the central idea</li> <li>- completed independently</li> <li>- not required but highly recommended to have a reflective aspect</li> </ul> | <ol style="list-style-type: none"> <li>4. Paragraph/Essay Writing</li> <li>5. Service Learning Projects (action)</li> <li>6. CAASPP (3-8)</li> <li>7. End of the Unit/Topic Assessments</li> </ol> |
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