

## Assessment Policy

### Purpose

This policy reflects the collective philosophy and practice of the faculty of Luther College High School (LCHS). The faculty is committed to the standards of assessment and the aspirational goals outlined in this document.

### Philosophy

#### THE PURPOSE OF ASSESSMENT

Assessment is a critical part of the learning process for all of a school's stakeholders. Thus, assessment has a range of purposes according to the needs of each stakeholder.

#### *Assessment for Learning*

Formative assessment informs teaching and learning by providing essential feedback to teachers and students. It allows teachers to monitor students' progress, informing future teaching, and it allows students to reflect on and adjust their learning process.

#### *Assessment of Learning*

Summative assessment measures learning against pre-established criteria and benchmarks to determine, for example, course completion and graduation status. Like formative assessment, it should provide actionable feedback to inform students' reflection. It also allows the school community to compare students' performance to others' to, for example, assign scholarships and awards and communicate with university admissions departments. Summative assessment also provides accountability through reporting to educational authorities and the school community, affirming that teachers are teaching to the required curricular outcomes.

#### *Assessment as Learning*

Providing students the opportunity to demonstrate their learning further reinforces the understandings and skills they are developing. It facilitates further skill development as they learn to represent and apply their knowledge and skills in new ways and new contexts, and it provides students the opportunity to reflect on the strengths and weaknesses in their knowledge, skills, and learning processes.

#### INDICATORS OF EFFECTIVE ASSESSMENT

It is important for teachers to reflect on the effectiveness of their assessment practices. As we reflect, the following criteria may be useful.

#### Effective assessment:

- utilizes a variety of intentionally selected strategies,
- evaluates a balance of the learner's process and product
- is directly tied to curricular outcomes, with this purpose clearly communicated to students
- is based on clearly communicated, predetermined criteria
- applies criteria consistently so similar achievement produces similar grades
- is structured to provide feedback that is useful and informative
- provides meaningful opportunities for students to reflect on their learning process
- is consistent horizontally (among teachers at the same subject/grade level)
- is of a consistent standard within each subject area, being internally moderated whenever it is to be submitted for IB moderation
- progresses vertically (across grade levels) within a subject area
- is accessible to all students, so students' limitations do not limit the reliability of assessment

- is reported in a way that is meaningful to students and parents
- is focused on learning and development, not competition or advancement
- is an accurate reflection of the student's current proficiency

### **WHO IS RESPONSIBLE FOR ASSESSMENT?**

Assessment is a shared responsibility. Teachers provide high-quality opportunities for students to demonstrate their learning, and students are expected to provide the fullest possible demonstration of their learning. For this reason, teachers may assign a failing or zero grade when the student has failed to participate in an assessment within a reasonable time frame.

As teachers are committed to providing timely feedback, students are expected to provide timely demonstration of learning. For this reason, teachers are free to consider for themselves how to handle late work in light of what is practical for the structure of their courses and fair to the student. Teachers must also ensure that, to the greatest extent reasonably possible, any assessment and its resulting grade are directly linked to the prescribed outcomes of the course and provide as authentic as possible a measurement of the student's achievement with respect to these outcomes.

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## Practices

### **FORMATIVE ASSESSMENT**

Formative assessment provides teachers and students with feedback to inform the teaching and learning process. It can be informal or formal and take seconds or hours.

We are committed to using formative assessment to inform our teaching practice and provide timely, meaningful feedback to students on their progress. We are committed to integrating reflection into the learning cycle, so we provide

opportunities for students to participate in the assessment process.

Formative assessment also allows us to provide students with feedback and guidance on their development in areas such as approaches to learning and the IB learner profile.

### **SUMMATIVE ASSESSMENT**

The purpose of summative assessment is to report students' achievement of curricular outcomes. It allows students' achievement to be meaningfully compared across classes and schools according to established criteria.

Summative assessment must be made based on predetermined criteria, not relative to other students or members of a cohort. The outcomes, understandings, skills, and applications prescribed in provincial, local and IB courses are the sole benchmarks for summative assessment criteria. While, in some cases, it may be valuable to work to achieve outcomes not prescribed in curricula, summative assessment must arise from the standards of prescribed curricula.

In all cases, assessment must be transparent in that students understand the assessment criteria and are able to clearly see how their grade was determined. Students must be given opportunities to demonstrate their achievement of curricular outcomes in a variety of forms.

Assignment scores are published on the school's student and parent portals as they are graded by teachers. Reports are provided to students and parents twice per semester, and include comments from teachers to provide context for the grade awarded. Teachers will collaboratively engage in reflection to ensure that summative grades reflect an appropriate weighting of curricular outcomes.

### **HOMEWORK**

Homework is useful for reinforcing what is done in class, providing further practice, facilitating

deeper engagement with ideas, and allowing students to make connections outside the classroom.

Homework must be purposeful in achieving curricular outcomes, and the cumulative time required for its completion should be reasonable in relation to an age-appropriate work week.

### **FREQUENCY OF ASSESSMENT**

Formative assessment is ongoing through every stage of the learning process. Summative assessment need occur only frequently enough to allow students to meaningfully demonstrate their progress. There is no minimum number of recorded grades per semester. Teachers should consider what constitutes an appropriate balance between providing students with sufficient opportunities to demonstrate their progress and maintaining a manageable workload.

For final assessment in IB Diploma Programme (DP) courses, a yearly timeline will be developed to ensure that assessments are spread evenly through the year. Internally assessed work will be assigned a portion of the course grade, be completed in the time allotted for the course, and be designated in course outlines as a required component of the course.

### **INCLUSIVE ASSESSMENT**

LCHS strives to make assessment inclusive of all learners, allowing all learners an opportunity to fully demonstrate their progress.

In an effort to ensure that all learners have equal opportunity to demonstrate their learning, we endeavour to use a assessment tools of varying forms involving student choice. Teachers must also consider how to allow English language learners to fairly demonstrate their learning. For students with identified and/or diagnosed learning challenges, the Academic Support Coordinator will develop appropriate records of adaptation (ROAs). We are committed to providing inclusive assessment arrangements

(such as alternative environments and formats for examinations, transcription assistance, or access to a reader) where necessary.

The school will request and facilitate the provision of inclusive assessment arrangements for external assessments (such as IB exams) as needed to align with a student's existing assessment accommodations.

For more information, see LCHS's Inclusive Education Policy.

### **IB AND PROVINCIAL REQUIREMENTS**

In the case where courses are expected to fulfill the curricular requirements of the Ministry of Education and IB, we will attempt to meet the curricular outcomes of both courses.

When reporting grades to the Ministry of Education for an IB course, the grade will reflect as closely as possible the grade a student would have received in a corresponding non-IB class. If a teacher feels that IB grading criteria are more demanding than the provincial criteria, the grade should be adjusted accordingly. Teachers will consider on an ongoing basis whether their grades reflect this distinction.

### **ACADEMIC HONESTY**

Since assessment is part of the learning process, efforts to circumvent the assessment process cause individual learning to suffer and undermine the school's learning climate. We strive to promote a culture where all students seek to maximize their learning and for that reason do not seek ways to avoid rigorous assessment.

Creating this culture involves training students to cultivate habits of academic honesty. Plagiarism-checking software is used to provide more effective feedback to students and minimize incidents of dishonesty.

For more information, see LCHS's Academic Honesty Policy.



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## Communication and Review

This policy will be reviewed and amended as necessary by a committee composed of faculty and administration members every three years at minimum. Any changes to this policy must be subject to a process of consultation with the entire faculty.

This policy will be communicated to the school community via the school's website and intranet.

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## Resources

International Baccalaureate Organization. (2010, Nov). Diploma Programme Assessment: Principles and Practice.

International Baccalaureate Organization. (2013, May). Meeting student learning diversity in the classroom.

International Baccalaureate Organization. (2017, Aug). Candidates with assessment access requirements.

Luther College High School. (2022, Dec). Academic Integrity Policy.

Luther College High School. (2018, April) Inclusive Education Policy.

