



Rogers International School

Assessment, Recording and Reporting Policies and Strategies

The overall assessment philosophy at Rogers International School is that assessment drives instruction. Formative and summative assessments are used in a variety of manners that enable the students to showcase what they have learned, and where they may need more teaching and learning. Gathering and analyzing data from assessments is constant and ongoing in order to meet each individual student's needs.

Due to the fact that Rogers International School is a public school in a large district, our Central Administration dictates many of the assessment, recording and reporting policies and strategies. State and district tests students take each year include:

- Smarter Balanced Assessments
 - Given in grades 3-8: in reading and math
- Next Generation Science Standards
 - Given in grades 5 & 8
- LAS Links
 - Used to monitor EL student progress
- mCLASS: DIBELS and TRC
 - Given in grades K-3, three times a year
 - Used for grades 4 & 5 intervention students
 - Evaluates phonological awareness, phonics, fluency and comprehension
 - Used to base reading skill instruction

During our 2009 PYP evaluation visit, a recommendation was made by the visiting team to allow RIS to implement their own report cards that would better align with the IB philosophy. Central Administration agreed to allow RIS to pilot new report cards. During the 2011-2012 school year, all grades created and implemented report cards. The report card used, in all grades, is unique to RIS.

In grades K-4, report cards vary by grade level and standards taught. These report cards have undergone many revisions since their inception to best reflect the teaching and learning at RIS. They are viewed as fluid documents and constantly reviewed and revised. Also included with the K-4 report card are developmentally appropriate student reflection forms. During the 2018-2019 school year, an attitude (defined as exhibiting the attributes of the IB learner profile) grade was added. We have created a variety of developmentally appropriate student reflection forms to insert in the PYP report card.

In grades 5-8, the report card is universal, allowing for teachers and students to have continuity in comparing grades across grade levels. Report Cards include two sections: "traditional," numeric grades and MYP grades. Within the "traditional" grades, there is a place for teachers to grade on "attitude," which RIS has defined as exhibiting the attributes of the IB learner profile.

Both the Lower School (PYP) and Upper School (MYP) have online report cards. Parents and students in the Upper School have access to a variety of grades online via the Parent Portal of PowerSchool. Report cards are distributed three (3) times a year, with online progress reports for the Upper School in the middle of each trimester.

In addition to the above required assessment, recording and reporting policies and procedures, RIS has implemented procedures to make assessments more meaningful and relevant within the PYP and MYP:

- Conferences
 - Offers opportunity to discuss the student's progress
 - Opens lines of communication between teachers, parents, and students concerning academic strengths and weaknesses
 - Conferences may be conducted as follows:
 - Teacher and Parent – District required twice a year (December and March) plus supplemental meetings as needed
 - Teacher, Parent, and Student – used as an alternative method of conferencing
 - Teacher-Student – informal, ongoing process to encourage student reflection and guide teacher planning for instruction
- PowerSchool
 - Online tool for parents in grades 3-8 (to be extended to K-2 in the 2019-2020 school year) and students to access daily grades
 - Communicates progress throughout the trimester (ie. progress reports and in danger of failing)

RIS Lower School (PYP, IB World School)

We have used Summative Assessments from our units of inquiry for students to present. Grade levels invite parents and community members to participate in the students' sharing of their understanding of the Central Ideas.

RIS Upper School (MYP, IB World School)

In the upper school, the MYP assessment criterion will be integrated into all subjects and grades. The MYP assessment standards will become the driving force behind all assessment in the upper school.

Within each MYP unit planner there are tasks aligned to the subject specific MYP objectives. These tasks give students the opportunity to demonstrate their interpretation of the unit questions through what they have learned. Students will have the freedom to explore and create, while the rubrics conform to their work instead of the other way around. Assessments may take a variety of forms in both summative and formative formats and are based on modified year five subject specific MYP rubrics. Each teacher will have and refer to the modified criteria for each level of the upper school in a binder containing the current framework. This modification process will be continually revisited to ensure it is in keeping with the IB philosophy and is appropriate for each given level. As part of this process teachers will meet in vertical teams to ensure that each subject specific modified criteria offers students the ability to express their conceptual understanding in a variety of ways and perspectives which will in turn give teachers the ability to differentiate effectively at all levels. The modified criteria and expectations will be reviewed with students at each stage of the unit planner.

MYP Assessment Data will be recorded and reported through the RIS hybrid report card that is the end result of years of work and training as well as collaboration with central office. This new report card

was rolled out in its original form during the 2016-2017 year and has been modified to accommodate design and will be modified again shortly to include a final MYP criterion grade for each subject area.

These systems will be shared with parents during open house presented in course syllabi and discussed in parent breakfast discussions. All MYP rubrics are sent home prior to the unit of work and referred to throughout. It was determined that MYP grades will be left in their original form and not transferred into percentages to maintain the integrity of the criterion and MYP grading process. Assessment will be balanced between district requirements and MYP assessment criteria integrating both when and where appropriate. This process remains ongoing.