



ASSESSMENT POLICY

2024-2025



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TARBIYAH ACADEMY

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Revision of Policy

This assessment was first created as a PYP assessment policy in 2016 by the Head of School/PYP coordinator and the teaching staff of Tarbiyah Academy. Since then, the policy was updated by the PYP coordinator in 2022 using feedback provided by the school staff. In 2024, the staff collaborated to review and update the policy to include the principles of assessment in the MYP. The guide *MYP: From principles into practice* was used to support the development of this current policy.

Philosophy & General Practices

At Tarbiyah Academy, assessment is integral to instruction and aligns with the IB approaches to teaching. Assessment is used to inform teaching and learning, guide instructional decisions, and support students in their academic growth.

Purpose of Assessment

Assessment is the ongoing process of *gathering evidence for and of learning*. This evidence will be used to give recognition and timely feedback to the learners and all other stakeholders. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement. Assessment provides the following to teachers, parents and students.

- **Teachers** are provided with multiple and varied opportunities to uncover misunderstandings and discover enduring understandings.
- **Students** are provided opportunities to choose learning activities, act on the learning presented, experience authentic activities preparatory for life and 21st century skills and reflect on learning that has been completed to build understandings that ensure success in an ever-changing world.
- **Parents** are provided opportunities to be informed of the strengths and areas of need of their child's academic progress.

Assessment is an integral part of all teaching and learning. Effective assessment practices motivate students, validate their strengths and inform their areas of need.

Essential Agreements for Assessment

- Students are assessed using a body of evidence which evolves based on researched best practices.
- Assessment across all grades aligns IB aims, objectives and criteria with subject standards through the specific model for delivery in the PYP and MYP.
- Student assessment drives classroom instruction and provides a framework to focus on learning outcomes and enduring understandings.

- Teachers give students a variety of formative activities that scaffold their understanding so they can access summative assessments with confidence and apply their understanding in varied authentic contexts.
- Teachers document student work; both formative and summative.
- Teachers provide timely, meaningful and descriptive feedback.
- A variety of assessment tools are used to measure and monitor learning such as rubrics, portfolios, checklists, observations, projects, performances, extended and short constructed response, and selected response assessments.
- Reflection before, during and after learning is ongoing and integral to learning.

Assessment Design and Practices

- Teachers design summative assessments before planning and implementing the corresponding units.
- Students are provided with the criteria for summative assessments at the beginning of the unit to ensure clarity and transparency.
- A variety of assessment tools are employed to evaluate student learning, including oral questions, exit tickets, and performance-based tasks.
- Teachers maintain thorough documentation of each student's progress, ensuring assessments accurately reflect their development over time.

Assessment in the PYP

In the PYP grades recognizes the importance of assessing the *process* of inquiry-based instruction as well as the *products* resulting from inquiry-based instruction. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. The assessment component in the school's curriculum can itself be subdivided into three closely related areas:

- Assessing - how we discover what the students know and have learned
- Recording - how we choose to collect and analyze data
- Reporting - how we choose to communicate information

Assessment in the MYP

In the MYP, when assessments are planned, they are included as an integral part of the learning process. They are aligned with subject-group objectives that are assessed using assessment criteria that are specific for the subject group. Teachers use a variety of strategies and methods to gauge student understanding through authentic performance (not regurgitating memorized facts). The assessments are developmentally appropriate to the age of students.

Formative and Summative Assessments

Formative Assessments

Formative assessments are assessments *for* learning, designed to support and guide the ongoing learning process. These assessments, whether formal or informal, are conducted *during* instruction to inform the next steps in teaching. They provide valuable insights into students' understanding of content, concepts, and skills, helping both teachers and students identify areas for improvement and growth. While formative assessments may or may not be graded or reported, they play a critical role in preparing students for summative assessments by fostering continuous learning.

Formative assessments are implemented throughout the unit and are integral to the teaching and learning cycle. Examples include:

- Reflective prompts, e.g., "*How did you arrive at that answer?*"
- KWL (Know, Want to Know, Learned) charts
- Fist-to-Five (self-assessment technique)
- Exit cards, e.g., "*I used to think..., now I know...*"
- 3-2-1 summarizers (e.g., 3 things learned, 2 interesting facts, 1 question remaining)

When teachers design learning experiences, they embed formative assessments intentionally. During the planning process, teachers determine points in the unit where they will assess student learning about subject-specific content knowledge, conceptual understandings, demonstration of skills, and Learner Profile attributes.

In both PYP and MYP classes, teachers will conduct ongoing formative assessments. Each week each subject should include at least one formative assessment that will be graded with comments on Toddle. The comments serve as feedback to students and families on student progress during the unit and used by the teachers to determine next steps in instruction.

Summative Assessments

Summative assessments are assessments *of* learning, conducted at the end of a unit or learning cycle. These assessments determine whether students have achieved mastery of the content, concepts, and skills taught during the unit. Summative tasks are graded holistically based on task-specific criteria and level indicators, and the results are reported to students and families. Students receive feedback on their summative assessments and are encouraged to reflect on their performance to support future learning.

Examples of summative assessments include:

- Performance or project-based assessments
- Presentations
- GRASPS (Goal, Role, Audience, Situation, Product, Standards) tasks

- Extended and brief constructed responses (e.g., essays, paragraphs)
- Portfolios

Specific Practices in the PYP and MYP

- **PYP Homeroom Teachers:** Conduct summative assessments that evaluate students' understanding of the Central Idea in each Unit of Inquiry (UOI). Additionally, there may be subject-specific summative assessments for subjects outside the UOI focus.
- **PYP Specialists:** Conduct subject-specific summative assessments for their disciplines. Where possible, they connect assessments to the UOI through key concepts and/or related concepts.
- **MYP Teachers:** Conduct summative assessments within their subjects, evaluating students' mastery of content, conceptual understanding, and skills in alignment with MYP assessment criteria.

By combining formative and summative assessments, Tarbiyah Academy ensures a balanced approach to evaluating and supporting student learning.

Reporting & Grading

Standards-Based Grading

In the PYP the evidence outcomes derived from the academic content standards are used as the basis for determining levels of achievement for the progress report. Teachers report progress using a rubric score aligned with the school's rubric (described later in this section).

- Scores must reflect a Body of Evidence. A Body of Evidence provides multiple opportunities for the student, in a variety of formats, over time, to assess student knowledge or skill.
- Standards scores cannot be impacted by work habits or learning behaviors, as this score reflects only what a student knows and is able to do. For example, late/neat work cannot add/subtract value to the student grade. Work habits and learning behaviors can impact a student's "Effort" Grade or when commenting on a particular transdisciplinary skill.
- Missing work should only impact the standard's score if there is not enough evidence to accurately assess a student on a level of competence for the standard.
- Averaging may not be used to determine final scores as it does not accurately reflect a student's knowledge and skill at the end of a grading period. The end of period or term score should reflect the aggregation score for the acquisition of all skills and content.

Tarbiyah Academy is committed to supporting a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. To realize these goals, the grading and reporting system must:

- Support and encourage student learning by providing timely and descriptive feedback on the learner outcomes and processes.
- Promote positive student attitudes about learning.
- Promote a deep understanding of subject content by supporting inquiries set in real-world contexts.
- Promote the development of higher-order cognitive skills focused on rigorous academic content standards and evidence outcomes.
- Be honest, fair, transparent, credible, useful and user friendly.
- Communicate information in a clear and timely manner.
- Reflect high expectations of all students
- Support the holistic nature of developmentally appropriate teaching and learning for all students.

Achievement Criteria

IB rubrics are criterion related. The level of student success in reaching the objectives of each subject is measured in terms of the levels of achievement described in each assessment criterion. All report card grades are based on level indicators that reflect how the student has met expectations. There are 8 level indicators. Students are not marked in comparison to each other (norm-referenced), rather they are marked in comparison to the leveled indicator (criterion-referenced).

A criterion-related rubric also means that grades are not percentage based (as is shown in the image below). In a percentage-based system, a 5 out of 8 equals 62.5% which is a “D”. In most systems, 62.5% indicates a student who has not met most expectations. In a criterion-related system, receiving a 5 does not mean it’s a 5 OUT OF 8. Rather, it indicates that the student has achieved the criteria described in the 5th level indicator (i.e. they have met expectations). It’s important to note that IB grading uses a “best fit” approach and not an average of term grades. The advantage of using a criterion-related system is that it allows teachers to apply professional judgment when determining final term grades for a subject. Teachers take a holistic approach, reviewing the entire body of evidence—including formative and summative assessments, effort, and anecdotal records—to assign a well-rounded final grade.

Traditional vs. Standards Based						
Traditional						
Grades often based on averages over time.						
Sep 9	Sep 23	Oct 12	Nov 15	Nov 20	Dec 3	GRADE
40%	50%	92%	98%	100%	98%	78% = C
Standards Based						
Reflects students' current knowledge and skills.						
Sep 9	Sep 23	Oct 12	Nov 15	Nov 20	Dec 3	PROFICIENCY LEVEL
40%	50%	92%	98%	100%	98%	M=Mastery

PYP Achievement Criteria

In the PYP, student achievement is assessed using a standards-based rubric with four levels of achievement. The level indicators describe the extent to which students meet the standards set for the assessment task. To provide greater clarity, teachers may include task-specific criteria tailored to the expectations of each level of achievement. These criteria are derived from the standards, concepts, and skills taught and practiced throughout the learning process.

Below is a general rubric that can be applied to both formative and summative assessment tasks.

Achievement Indicator	Achievement Level	Achievement Descriptor
Exceeding Standards	4	Out of this World! I'm working on a higher level. I have no mistakes. I can explain how to do this. I can teach others.
Meeting Standards	3	Flying High! I can do it by myself. I can show how I understand. I make little or no mistakes.
Approaching Standards	2	Taking Off! I am starting to understand. Sometimes I need help or an example.
Below Standards	1	Need a bit more Fuel! I am starting to learn this. I can't do it by myself yet.
Insufficient Evidence	0	There is not enough evidence to assess this student on the objectives.

PYP ACHIEVEMENT RUBRIC 1

The PYP Achievement rubric is also used to determine the final term grades for students.

PYP Effort Criteria

The effort grade descriptors apply to all subjects and are aligned with the IB Approaches to Learning (ATL) skills framework. These descriptors evaluate student effort and serve as a guide for students, parents, and teachers to understand how effectively students are demonstrating key ATL skills across all subjects.

- **Self-management skills:** punctual, arrives to class on time, personally organized, brings necessary materials to class, meets deadlines, focused, completes work requirements (homework, assignments, tests, etc.)
- **Research and Thinking skills:** active and independent learner, participates in class discussions, asks questions, committed to learning, enthusiastic
- **Social and Communication skills:** collaboration, working alone or with others on practical work, projects, etc.

Below is a general rubric that can be applied to both formative and summative assessments and determine final term grades for PYP students.

Achievement Indicator	Achievement Level	Achievement Descriptor	Task Specific Criteria
Exceeding Standards	4	Out of this World! I worked until I finished. I tried even when it was difficult. I reread my work and made improvements before handing it in. I was always a team player. I always followed directions.	
Meeting Standards	3	Flying High! I worked until I finished. I tried even when it was difficult. I was a team player most of the time. I followed directions most of the time.	
Approaching Standards	2	Taking Off! I tried but either got off task or stopped when it was too difficult. I was a team player some of the time. I sometimes followed the directions.	
Below Standards	1	Need a bit more Fuel I didn't try. I was not a team player. I didn't follow the directions.	

Achievement in the MYP

Like we see in the PYP, MYP teachers use a standards-based system to assess formative tasks. This system is divided into four achievement bands, each further subdivided into two levels. These levels are aligned with "general, qualitative value statements" known as level descriptors. There are eight level descriptors in total, each assigned a numerical value. Following is the framework presented in the form of a rubric:

Achievement Indicator	Achievement Level	Achievement Descriptor	Task Specific Criteria
EE Exceeding Standards	8	A deep and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces high quality work .	
	7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	
ME Meeting Standards	6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.	
	5	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.	
AE Approaching Standards	4	Limited achievement against some of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	
	3	Limited achievement against most of the objectives, or clear difficulties in most areas. The student demonstrates a limited understanding of the required knowledge and skills but is unable to apply them fully in normal situations	

		even with support.	
NS Needs support to reach Standards	2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.	
	1	Minimal Achievement in terms of objectives.	
DE Does Not meet Standards	0	The student does not reach a standard described by any of the descriptors above.	

MYP Subject-specific Assessment Criteria

The IB prescribes a set of assessment criteria for each subject group in the MYP. According to *MYP: From principles into practice*, “the criteria for each subject group represent the use of knowledge, understanding, and skills that must be taught. They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge” (p. 81).

MYP schools are required to use these assessment criteria to determine student achievement. When designing units of instruction, teachers develop the summative assessment task(s) first, ensuring alignment with the assessment criteria, before planning the learning experiences and formative assessments. Summative assessments, which are assessments *of learning*, are graded using the MYP assessment criteria which are applied to the achievement rubrics. At Tarbiyah Academy, teachers must use the MYP assessment criteria for Year 1 with grade 6 and Year 3 with grades 7 and 8.

Assessment tasks may provide evidence of achievement in one or more strands of a criterion or multiple criteria. When grading a task, the teacher begins by evaluating the lowest level of achievement to determine if it applies to the student’s work. If the quality of the work exceeds what is described in that level, the teacher progresses to the next higher level. This process continues until the descriptor that best matches the quality of the student’s work is identified.

If the quality of the work falls between two descriptors, the teacher applies professional judgment to determine which descriptor most accurately reflects the student’s performance. For instance, if a student’s performance meets standards and the teacher is deciding between a score of 5 or 6, they carefully analyze the work against the descriptors for both levels and use professional judgment to assign the most appropriate score.

Determining Term Grades for MYP Subjects

At the end of the term, MYP teachers use their professional judgment to determine students’ achievement levels in their subject groups. According to *MYP: From principles into practice* (p. 84), “teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence reflects the performance of the student over the duration of the units delivered.”

Teachers assign a final achievement level for each of the four assessment criteria, using a numerical scale of 1–8. To calculate a criterion level total, the final levels for all criteria within the subject group are added together. This total is then converted into a final grade using the MYP 1–7 scale. The conversion table for this process follows:

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP CONVERSION TABLE FOR CRITERIA LEVELS, P.94

Recording and Reporting Assessment in PYP and MYP

Grade Books

All grading and commenting will be conducted using Toddle. Timely feedback and grading is important for student success. Teachers should maintain and update Toddle each week with comments and grades. Regarding grading in Toddle, each PYP and MYP must have AT MINIMUM the below:

- **Summative Assessments:** comments and grades for all summative assessments in the unit
- **Formative assessments:** comments and/or grades for at least one formative assessment per subject per week
- **Other classroom learning experiences:** may or may not be included in gradebook, graded, or accompanied by comments; these can be documented as observations related to completion, effort, skills development, or demonstration of Learner Profile attributes.
- **Homework:** included in the gradebook but will not be graded; can be documented for completion, effort, skill development, or demonstration of Learner Profile attributes.

Anecdotal Records

In addition, each teacher will maintain anecdotal records of each child throughout each unit. These anecdotal records can include questions, actions, connections, contributions, observations, or any other relevant information that informs a teacher's insight into the child's learning and development. Anecdotal records will serve as one source of data during reporting seasons.

Reporting

There are three reporting periods at Tarbiyah Academy:

- End of Term 1 – in November before Thanksgiving Break
- End of Term 2 – in March before Spring Break
- End of Term 3 – in July before Summer break

The first two reporting periods are also accompanied by Conferences as follows:

- Term 1: Parent Teacher Conferences and/or 3-way conferences
- Term 2: Student-Led Conferences

Term 1 Conferences

- Parent-Teacher-Student conferences are formal reporting sessions where the student is present for the conference. The session aims to clarify learning expectations for the year and describes the current level of proficiency. This session is also used to express initial concerns or commendations regarding academics and behavior.

- 3-Way Conferences are formal reporting sessions for parents, led by the teacher with the active participation of the student. The focus of the Three-way Conference is on students' progress over time – academic and social that has occurred within the school setting. This encourages the student to become more actively involved and committed to their learning.

Term 2 Conferences

Student led Conferences are formal reporting sessions for parents that are led by the student during which time the student shares their progress using a portfolio as the central tool for reflection. The teacher's role in this process is to guide and prepare the student for communicating their progress in meeting learning expectations. The emphasis for the conference is on the discussion that occurs between a child and his/her parent on the learning that has taken place. This conference helps students assume responsibility and accountability for their learning.

Evidence of Achievement

Portfolio

The portfolio is a learning evaluation tool for teachers, students and parents. The portfolio assists teachers, parents and students by historically presenting a continuum of student artifacts that reflect the progress that has been made in achieving the learning targets and serves as a guide to possible teaching and learning strategies that will further develop the student's learning. The portfolio is an important part of the school's academic reporting program. The portfolio provides a record of student effort and achievement in selected areas of the school's curriculum. The portfolio provides a dynamic means of three-way communication between parents, students and teachers. Each teacher and/or student shares the work within the Portfolio with parents at the individual, Three-way and/or Student-led conference two times a year. Students reflect on, discuss their work, and select samples to place in the portfolio under the guidance of teachers. Student self-reflection of the attributes of the IB Learner Profile is an integral component part of the portfolio.

Students will select pieces of authentic work that reflect inquiry a "Learner Portfolio." At least three pieces of work, one of which is the summative assessment, should be used (the student should select the other two). Reflections need to be added onto each piece. Additionally, student reflections of the essential elements (knowledge, concepts, skills, and action) as well as the Learner Profile are documented in the portfolio. Other items that could be placed in the portfolio include photos, reflections, and anecdotal notes of attitudes, action, concepts, and the Learner Profile.

Summary of selected pieces:

KG-Grade 5:

- Student-selected pieces for Learner Profile Attributes in each UOI. Each piece must be accompanied by a student reflection
- Summative assessment of the UOI

- Arabic subject-specific summative & other student-selected pieces
- Qur'an subject-specific summative & other student-selected pieces
- Islamic Studies subject-specific summative & other student-selected pieces
- Art subject-specific summative & other student-selected pieces

Grades 6-8

- Student-selected work for each subject, including the summative assessments with reflections
- Student reflections on achievement related to content learning, conceptual understandings, skills, and demonstration of Learner Profile attributes

The PYP Student Exhibition

Students in the final year of the PYP carry out a student-driven unit of inquiry, referred to as the PYP Exhibition. This Exhibition occurs during the final term of the school year in Grade 5. The Exhibition Unit is designed to be a culmination of the PYP and provides a forum for students to showcase the development of the five essential elements of the PYP. Other key purposes include providing opportunities for students to:

- Research and present on an in-depth, collaborative inquiry based project;
- Explore multiple perspectives of their topics through individual research
- Demonstrate independence and responsibility for their learning;
- Synthesize and apply their learning of previous years, and to reflect on their journey through the PYP;
- Providing an authentic process for assessing student understanding;
- Demonstrating how students can take action as a result of their learning as well as self-assess what/how this learning takes place;
- Unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP;
- Celebrating the transition of learners from PYP to MYP education

The MYP Community Project

Students in Year 3 (8th grade) of the MYP must complete a community project. The focus of this project is community and service. Students will explore different needs to develop an awareness of various needs in communities. This project requires a sustained, in-depth inquiry leading to service as action in the community. The aims of this project, listed in the *Community project guide* (p. 7), encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation

- demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students will be individually assessed using the MYP Community Project assessment criteria. The project will be graded and included in the term report cards each term.

Student Data Folder

The purpose of the student profile is to collect and forward end-of-year assessment information to the teacher that the student will be engaged with at the next level of their academic progression (i.e.- it will follow students throughout all years at Tarbiyah Academy). This is specific information in addition to data found in the Toddle platform:

- F&P Reading Level Assessments (at least twice a year)
- Math Beginning of Year Pre-Assessment.
- End of Year MAP Report

Criterion-Referenced Achievement Tests

NorthWest Evaluation Association's (NWEA) Measurement of Academic Progress (MAP Gr3-6, Map for Primary Grade's- KG-Gr2) assessments in Reading, Language, and Mathematics, are used as a part of the whole school assessment policy to gain as much academic and achievement information as possible about the student as a learner and about the program efficacy compared to international & national norms.

MAP assessments are criterion referenced based assessments specifically used for the following reasons:

- To provide teachers, parents, students, and administration with information to track and monitor academic progress, provide instructional interventions, and monitor academic progress.
- To compare individual and group student performance with an internationally/nationally normed group, as well as system-wide and grade level comparisons.

Affective Assessment

In addition to summative, formative and diagnostic/preassessments, our teachers will conduct affective assessments with students before, during, and upon completion of various types of inquiries and especially at the onset of a new unit of inquiry. Affective Assessments will be used to gauge students' interests, attitudes, emotions, concerns, and other affects surrounding the various elements of the inquiry to serve student centered teaching and learning. Without student engagement, learning investigations and explorations are to be considered minimally effective. Affective assessment will support

teachers in constructing learning engagements that are accessible and of interest to and appropriate for the student.

Affective assessment can take various forms such as entrance/exit tickets, surveys, prompts for student reflection, discussion, and individual conferencing.