



Assessment Policy

Philosophy:

At Riverstone International School, we believe differentiated and meaningful assessment is an integral part of an engaging, authentic and rigorous International Baccalaureate education.

Process:

Assessment is an ongoing process that allows teachers and students to track progress and improve teaching practice. Assessment allows Riverstone to:

- Collect data that drives and informs instruction
- Understand students as learners
- Strengthen our learning process and practices as educators
- Identify students' strengths and areas of growth
- Individualize instruction
- Track progress and growth within a community of learners
- Evaluate teaching and student inquiry
- Provide meaningful feedback in a timely manner for students to take action in response to their own learning

Types of Assessments

Formative Assessment

Through ongoing formative assessment, teachers monitor the development of students' understanding and abilities. Effective formative assessment allows teachers to gather, analyze, interpret and use a variety of evidence to help communicate to students Riverstone's expectation of success and to improve learning. This form of assessment may include: anecdotal records, student reflections, observational data, student/teacher feedback, peer-to-peer evaluations, small portions of a larger task, etc.

Summative Assessment

Summative assessment provides evidence of student understanding through authentic performances. Summative assessment allows the learner to demonstrate learning at the culmination of the educational process. Learning objectives are clearly defined in order to guide students towards an intended demonstration of learning. Assessment may include: presentations, tests, reports, oral responses, individual or group projects, portfolios, etc. Teachers are encouraged to have real-world, project-based assessments that reflect Riverstone's commitment to a global, multicultural and 21st century education.

Homework Policy

Homework should be purposeful, relevant and effective. Riverstone believes that effective homework is a contributor to the development of students who love to learn.

Criterion Referenced Assessment

Riverstone's grading and marking is transparent, consistent, timely and relevant. Grading at Riverstone is criterion-based and measured against rubrics or assessment statements.

Norm Referenced Assessment

Riverstone routinely uses the Northwest Education Association's Measure of Academic Progress (MAP) testing a measure of its students' skills to inform teaching practice against other students nationally.

Students in 9th, 10th and 11th grade also take the PSAT.

Access to Special Arrangements for Assessment

Documentation from an attending physician, psychologist, psychiatrist or counselor will be required before extending accommodations and/or modifications noted in a Student Support Plan (SSP).

Grading and Assessing

PYP

Marks are assigned based on each student's level of mastery in the following areas: Transdisciplinary skills, Language Arts, Mathematics, and Specialist subjects (Music, P.E., Art, and World Language). The language used to communicate the level of mastery includes: Not Yet Covered, Area of Concern, Progressing, and Demonstrating.

MYP

Marks are assigned strictly using the MYP assessment criteria. Teachers make judgments based on the strands of the assessed criteria. All grades are awarded using MYP rubrics accompanied by task specific clarifications in ManageBac.

Modified Rubrics – English Language Learners

Riverstone modifies rubrics at the subject level for English Language Learners in the Middle Years Programme. For students who score at the iTEP 3 and 4 level for English Proficiency we create modified rubrics by subject and criteria to ensure that students are being appropriately and fairly assessed. These rubric modifications are a result of an exhaustive process taken with the English language acquisition and first language support teachers. These modified rubrics are created from the published MYP rubrics for each subject and criteria and may assess fewer strands or use a rubric from a different program year.

DP

Marks are assigned strictly using the IB assessment criteria. All grades are awarded using rubrics or mark schemes depending on the IB course guide.

Assignment Descriptions – MYP and DP

All work, formative or summative, that will be assessed (graded) in the MYP and DP must have a written assignment description in ManageBac that:

- states a clear objective which uses specific command terms from the IBO (describe, identify, explain, analyze, evaluate)
- identifies how the assignment is relevant and/or connects to the “real world”
- describes step-by-step instructions
- identifies the criteria/rubric used and how they connect to the assignment

Aims for Standardization of Assessment (MYP and DP)

Teacher collaboration is essential where more than one teacher is involved in teaching the course, as schemes of work must be developed collaboratively. Summative assessments will be standardized through consistent, regular meetings between teachers of the same courses and administrators to ensure the alignment of content addressed. Teachers will improve practices by sharing ideas with their colleagues and observing classes, and teacher collaboration is an essential part of these practices.

Recording and Reporting

In PYP: Twice a year PYP students, and their families, will receive written reports detailing student progress across the curriculum. At the conclusion of each unit PYP, students and their families will receive a written narrative and summary of their achievements in real time. Parents are encouraged to add a comment and return the unit report, which is then added to the student’s portfolio. Students also reflect on their own learning and specialists write narratives on each student.

In MYP and DP: Assignments and grades are reported in ManageBac. All graded assignments must be designated tasks in ManageBac with specific instructions, learning objectives and rubrics. Report cards are generated in ManageBac and shared with parents and students at the end of each semester. Students in Grades 6-8 are awarded a 1-7 grade based on their performance in accordance with guidance from the Middle Years Programme and Division Director. Students in Grades 9-12 are awarded both a 1-7 grade and a letter grade for their work in accordance with guidance from the MYP, DP, and Division Director.

Parent-Teacher Conferences

Conferences are designed for students to share information with parents/guardians about their academic, social, emotional, and behavioral development. Formal conferences are held regularly in October and March. Informal conferences occur throughout the year upon request.

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