



Assessment Policy

Philosophy of Assessment

At Albert Einstein Academy Charter Middle School (AEACMS), assessment is viewed as an opportunity for student growth and error-analysis, rather than an end point in the learning process. Assessment practices are authentic and provide opportunities for students to demonstrate what they know, understand, and can do. Assessments take into account cultural and linguistic diversity, different learning styles, abilities, and aptitudes and are then supported and scaffolded appropriately. Students are fully aware of how they will be assessed during all stages of the learning process. The MYP assessment model is criterion-referenced, meaning that each student’s success in reaching the IB subject objectives is measured by relating his or her work to predetermined criteria. Students are provided with IB criterion-based rubrics that further define expectations in an effort to provide feedback throughout the learning process. Feedback on assessments articulates strategies for student improvement.

IB Criteria Reference Curriculum

AEACMS curriculum is backward-planned, starting with the prescribed IB criteria and applicable local or national standards. From these recommended standards, teachers develop a scope and sequence chart for the year, ensuring each IB criteria is met twice and standards are thoroughly covered. Teachers then plan their units of study to include inquiry, action and reflection in alignment to their scope and sequence. This includes summative and formative assessment tasks and daily learning experiences. The frequency of formative assessments within a unit depends on the complexity of the summative task and the level of rigor in the assigned IB criteria.

Subject	State/National Assessment Requirements
Language and Literature	Common Core Standards ELD Standards
Mathematics	Common Core Standards
Individuals and Societies	The New History
Sciences	Next Generation Science Standards
Physical and Health Education	CA State PE Standards

Assessment Practices at AEACMS

Formative assessments are the foundation and preparation for students to learn the skills needed for summative assessments as well as assignments. Teachers use a range of purposeful formative assessment activities and tasks to develop students’ skills, knowledge, and understanding, building toward cumulative summative assessment tasks. Effective formative assessment is part of the instructional process and provides timely information needed to adjust teaching programmes. Teachers analyze assessment data to identify patterns of individual student performance and needs. Formative assessment actively involves students in the process, providing opportunities for students to make managed errors and learn from their mistakes. After students have been given multiple opportunities and feedback on the prescribed criteria, summative assessment tasks are typically given at the end of each unit to formally

assess criteria and standards. Teachers use ManageBac to organize and store all IB Units and assessment tasks, giving access to students and guardians. Teachers also meet weekly in their content teams. To uphold assessment norms, teachers share assessments, rubrics, and samples of student work to calibrate grading with colleagues. Teachers compare common assessment data with their subject co-teachers.

As a California public charter school, AEACMS is subject to the mandated statewide testing protocol through the Smarter/Balanced Consortium, or SBAC assessments. While the SBAC results provide useful summative results in terms of proficiency on Common Core Standards, and are used by AEACMS teachers for student course placement and support and intervention, the AEACMS philosophy on assessment is broader and deeper than SBAC can offer.

Reporting Progress at AEACMS

When assigning progress report scores, teachers use their professional judgement, taking into account formative and summative data and student progress over time. Every eight weeks progress reports will be posted on ManageBac in PDF form and mailed home. These reports share achievement levels per each of the four criteria in all eight IB subjects using the provided rubrics with a scale of 1-8. Student scores are ongoing throughout the course of the year and do not restart for each grading period. Scores assigned do not reflect an average of all assignments; rather, they are an indication of the level the student has attained and sustained.

In addition, progress is reported on the following Approaches to Learning skills using a rubric created by AEACMS teachers: Self Management, Communication Collaboration, Social, and Work Completion.

At the conclusion of each semester in (January and June), in addition to the criteria scores and ATL scores, a fina MYP rubric-based score is assigned on a scale of 1-7

Examples of documents used to report progress and final rubric-based scores are below:

IB Criteria For Each MYP Subject				
Subject	Criteria A	Criteria B	Criteria C	Criteria D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Art	Knowing and understanding	Developing skills	Thinking creatively	Responding
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

Math	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Community Project (8th grade only)	Investigating	Planning	Taking action	Reflection

IB Criteria Scores Explanation	
7-8	consistent, thorough, effective
5-6	considerable, substantial
3-4	adequate
1-2	limited, minimal
0	not met

AEACMS Final Grading Scale for End of Semester Reports	
End of Semester scores (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.

Approaches to Learning Skills Rubric	
ATL - Self Management	
4	The student consistently follows rules and procedures.
3	The student generally follows classroom rules and procedures.
2	The student sometimes follows classroom rules and procedures.
1	When redirected , the student follows classroom rules and procedures.
0	The student does not follow classroom rules and procedures.
n/a	The student has not been assessed, yet.
ATL - Communication (An active learner who is on task and advocates for support, when necessary)	
4	The student consistently participates.
3	The student generally participates.
2	The student sometimes participates.
1	When prompted , the student participates.
0	The student's participation does not meet classroom expectations.
n/a	The student has not been assessed, yet.
ATL - Social Collaboration	
4	The student consistently exhibits positive and productive interpersonal skills. The student consistently adheres to group norms.
3	The student generally exhibits positive and productive interpersonal skills. The student generally adheres to group norms.
2	The student sometimes exhibits positive and productive interpersonal skills. The student sometimes adheres to group norms.
1	When redirected , the student exhibits positive and productive interpersonal skills, and adheres to group norms.
0	The student does not exhibit positive and productive interpersonal skills and/or does not adhere to group norms.
n/a	The student has not been assessed, yet.
Work Completion	
4	The student consistently turns in completed work on time.
3	The student generally turns in mostly completed work on time
2	The student sometimes turns in work on time
1	The student rarely turns in work on time
0	The student does not hand in work on time
n/a	The student has not been assessed, yet.

