

**Fridley Public Schools**

**International Baccalaureate Diploma Programme**

**Assessment Practices**

**Assessment and Curriculum**

* Assessments drive the curriculum and are aligned with the written and taught curriculum.
* Curriculum and assessments are aligned vertically, building on prior knowledge, skills, and concepts.
* Assessments are designed to align with course outcomes, state standards, and DP aims and objectives.
* Teachers teaching the same course will use common assessments.
* Assessments give significant attention to higher-order cognitive skills.

 **Assessment Practices**

* Assessment and evaluation practices and expectations are discussed with students at the beginning of courses and/or units, including definitions of command terms and the evaluation tools that will be used (rubrics, markschemes, etc.).
* Exemplars are made available to students.
* Teachers participate collaboratively in the planning, development, and standardization of assessments where appropriate.
* Authentic assessment tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations.
* Assessments will be differentiated to address a variety of learning styles.
* Assessments will be learner centered, inquiry-based, and authentic in nature.
* Assessment tasks in the format of IB external exams will be given to students to increase understanding and preparation for exams.
* Feedback will be provided in a timely manner. There will be a continuous cycle of presenting a challenge, performance, feedback, and improvement.
* Students will have multiple opportunities to demonstrate their learning.
* Reassessment opportunities are offered on teacher-created summative assessments. Students may not have multiple attempts on IB internal or external assessment tasks – IB regulations must be followed.
* Support and/or modifications will be provided to students identified with special educational needs, including arrangements made with IBO for candidates with assessment access requirements.
* Internal assessment tasks are an integral part of the curriculum.
* DP teachers will agree on a calendar of internal deadlines for internal assessments to ensure that students are given time to focus on each in turn.

**Reporting to Parents**

* Curriculum is available to parents through an online curriculum repository.
* Evidence of learning will be shared with parents through conferences, progress reports, and report cards at semester end.
* Parents will have access to student progress through an online portal.
* Feedback with respect to progress on Approaches to Learning skills will be reported separately from progress on academic objectives beginning in the 2017-2018 school year.

**Assessment and Student Expectations**

* Students are responsible for their learning.
* Students are required to submit both formative and summative tasks in a timely manner.
* Students are expected to know and use assessment criteria while completing work.
* Students are to synthesize and apply their learning, ask questions, and solve problems.
* Students should strive to produce quality products and performances and to use assessment as a way to improve their learning.
* Students should regularly practice self-assessment, peer assessment, and complete reflections on their learning.

**Academic Honesty**

* All work submitted for assessment is expected to be the student’s own work and representative of the student’s own effort and abilities.
* For violations of academic honesty, appropriate alternative assessment opportunities may be provided.
* Teachers and students are responsible for following the guidelines of the academic honesty policy.
* Student handbooks will inform students of academic honesty practices.

**Fridley Public Schools Required Assessments: 2016-17 Schedule**

The Fridley School District uses multiple assessments to provide teachers with information about their students in order to plan effective instruction and identify students who may need additional intervention or extension. Some assessments are required by state or federal legislation while others are used to meet state or federal program requirements. The schedule provided indicates district-wide or whole-school testing. Teachers may administer additional subject or course related tests and assessments to measure individual student progress. The school district strives to maximize instructional time and create a balanced schedule throughout the school year.

**High School Required Assessments**

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| **Assessment** | **Content** | **Purpose** | **Frequency of Implementation** | **Dates** |
| **ACCESS for ELs** | ReadingWriting | Measures level of English Proficiency | Annually for LEP-identified students (Limited English Proficiency) | Feb 13 – Mar 3 |
| **Minnesota Comprehensive Assessments (MCA)** | MathematicsScience | Measure student achievement against Minnesota State grade level standards | Mathematics – Grade 11Science – Upon completion of biology course, Grade 12 for Biology HL students | Math:  Mar 14-15Science:  Apr 26-27 |
| **ACT** | EnglishReadingMathematicsScience | Measures college readiness | Spring | April 19 |

**Assessment descriptions and rationale:**

**ACCESS for ELLs**: This is a test of English proficiency taken by all English Learners. The test is used to place students into appropriate levels of English instruction and by teachers to differentiate instruction. (State systems accountability requirement)

**MCA (Minnesota Comprehensive Assessment):** This is a test required of all Minnesota students to fulfill legislative requirements of the Every Student Succeeds Act. It measures proficiency in math, reading, and science compared to the Minnesota state standards. It is used as a measure of school performance for public accountability. (State systems accountability requirement)

**ACT:** This is a college admissions test measuring academic readiness for college. Scores are used for college admissions decisions. Minnesota schools are required to offer a college admissions test to all students in as part of state graduation requirements. (State graduation requirement)