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1. PURPOSE

The Governing Council of the New Mexico International School (NMIS) believes that an assessment is integral to instruction. It provides necessary information about the expected learnings of the student. The Council firmly believes that assessment should inform a teacher's instruction and provide summative information to a student's progress. As such, the Council adopts this policy.

2. SCOPE

This policy applies to all students and teachers. It applies to all assessments administered at the school.

3. REFERENCES/RELATED Policies

None

4. RESPONSIBILITIES

- 4.1. The student bears the primary responsibility for his/her own learning.
- 4.2. The teacher bears the primary responsibility for developing lines of inquiry for the student to investigate. The teacher facilitates the student's learning.
- 4.3. It is the teacher's responsibility to evaluate each student's progress in all areas. This includes along required standards (Common Core and New Mexico Standards and IB Knowledge Strands), as well as social and emotional development (IB Learner Profile Attributes).

5. DEFINITIONS



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6. POLICY

6.1. Philosophy of Assessment and Alignment to School Mission: The Council believes a sound philosophy should be aligned to the school's overall mission.

6.1.1. Philosophy of Assessment: The schools assessment philosophy is that assessment should be used to measure a student's learning – both in terms of academics as well as social and emotional development. The school believes that assessment should provide information to the teacher, parent and student as to what supports the child needs both academically and social. The school affirms that academic learning is best done via inquiry into an area, and social and emotional development is best done via reflection on personal attributes.

6.1.2. Alignment to School Mission: This policy is aligned to the school's mission by allowing assessment to be tied to inquiry based education and to the development of social, emotional and rigorous academic skills.

6.2. Assessment Principles: The Council believes that effective assessment should:

6.2.1. Provide evidence of progress along a continuum of criteria that are known and understood by teachers, students and parents.

6.2.2. Consider students' current knowledge and experience with the use of pre-assessments.

6.2.3. Be achievable by authentic tasks and based on real-life experiences to prompt further inquiries.

6.2.4. Supply feedback for students and teachers to revise/advance performance, learning and teaching.

6.2.5. Take into account a variety of learning styles, multiple intelligences and abilities including cultural contexts.

6.2.6. Use a variety of measures to evaluate students' level of understanding.

6.2.7. Allow students to participate in reflection, self- and peer-assessments.



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6.2.8. Inform parents and other community members of students' on-going learning.

6.3. **Practices:** The Council recognizes that assessment can be done in a multitude of methods, including tests, essays, portfolios, interviews, rubrics, and many others. The development of sound procedures is important to ensure that assessment, even in its diverse methods, is standardized and regular.

6.3.1. Unit of Inquiry Assessments

6.3.1.1. Methods of Assessment of Units of Inquiry

6.3.1.1.1. Unit of Inquiry Assessments should focus on evaluating student understanding of the central idea of the unit.

6.3.1.1.2. Unit of Inquiry Assessments should focus on use of authentic assessment strategies, such as rubrics, anecdotal records, projects and portfolios.

6.3.1.1.3. Unit of Inquiry Assessments should be designed to accommodate a wide variety of ways to demonstrate understanding of the central idea.

6.3.1.2. Reporting on Results of Unit of Inquiry Assessments

6.3.1.2.1. Teachers will provide a brief written statement on results of each Unit of Inquiry Assessment to parents.

6.3.1.2.2. Parent/Teacher conference time will address the Unit of Inquiry Assessments that had been covered during the reporting period.

6.3.1.2.3. The school will maintain a cumulative record of results of student performance on Unit of Inquiry Assessments on a spreadsheet maintained by IB leadership team.



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6.3.2. Trimester Assessments

- 6.3.2.1. Trimester assessments are required by New Mexico statute and PED policy as “Short Cycle Assessments.”
- 6.3.2.2. NMIS will use NWEA Measures of Academic Progress or other school chosen assessment in English Reading and Math to fulfil this requirement.
- 6.3.2.3. Use of this assessment links with IB’s PYP philosophy by providing objective summative evaluation that is comparable over a student’s cumulative time in the school’s academic program
- 6.3.2.4. Reports of progress on trimester assessments will be shared with parents at each parent/teacher conference, as well as being reported on student report card.

6.3.3. Annual assessments

- 6.3.3.1. PARCC or other state required annual student achievement assessment in English. This test is required by New Mexico law for students in grades 3 and up.
 - 6.3.3.1.1. Reports on student achievement on PARCC will be provided to students and parents as they become available from state of New Mexico.
- 6.3.3.2. Logramos or other school chosen annual student achievement assessment in Spanish. This test is required by the school’s charter to measure student achievement in Spanish.
 - 6.3.3.2.1. Reports on student achievement on Logramos will be provided to students and parents at the end of each year.
- 6.3.3.3. MN Modified SOLOM evaluation or other school chosen evaluation of student proficiency in Arabic. This test is required by the school’s charter to measure basic communicative skills in Arabic.



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6.3.3.3.1. Reports on student evaluation on MN SOLOM will be reported to students and parents on student report card.

6.3.3.4. New Mexico Standards Based Assessment in Science or other state required assessment by New Mexico law for students in fourth grade.

6.3.3.4.1. Reports on student achievement on SBA Science will be provided to students and parents as they become available from state of New Mexico.

6.3.4. Documentation of Student Development of IB Learner Profile

6.3.4.1. Students and Teachers will collaboratively maintain a cumulative portfolio of student artifacts on each of the learner profile attributes.

6.3.4.2. Teachers will report on all ten learner profile attributes on the annual student report card.

7. ATTACHMENTS

Forms
Form Titles
Copy of School Charter Goals.

8. REVISION HISTORY

Version Number	Effective Date	Description of Document Revision
1.0	CURRENT	New



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STATEMENT OF ACCEPTANCE

This document was drafted by the Assessment Policy Committee and recommended for adoption by the NMIS School Advisory Committee on 27 January 2016 and formally adopted by the NMIS Governing Council on 18 February 2016.

Any future additions, deletions, or amendments of this Policy are to be recorded on the REVISION HISTORY of this policy. These revisions will state the date of revision, section revised, and authorization of the revision. A copy of the complete revision will become a permanent part of this Policy.