



## ASSESSMENT POLICY

### UNITED SCHOOL OF PANAMA ASSESSMENT PHILOSOPHY

USP recognizes that assessment is an integral part of the teaching and learning philosophy designed to foster academic achievement and promote lifelong learning. In order to create an environment that supports lifelong learning, assessment is an ongoing process involving students, teachers and parents. USP believes that a balanced assessment system is a core component of a well-rounded academic program. It effectively measures the depth and breadth of student learning and monitors student progress towards the desired learning goal. It also provides data that allow us to make informed decisions when designing curriculum and educational opportunities, planning for instruction, academic support, staff professional learning and resource allocation at the different levels. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of our students.

### REFLECTION IS AN INTEGRAL PART OF ASSESSMENT

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time

- is vital to guiding instruction and learning
- is ongoing and purposeful
- uses a variety of strategies and tools
- sets expectations and clarifies strategies for students
- provides opportunities for students to reflect on their own learning
- shows students' progress over time
- is a tool to enable and motivate students to grow as learners

### PRINCIPLES OF ASSESSMENT

Assessment is viewed as an integral part of the teaching and learning process. It involves collecting evidence of learning over a period of time, using a variety of



assessment methods. The goals are to provide feedback on both the ongoing process and the end-product in achieving the outcomes.

Assessment practices at **USP** are guided by the following principles:

*Assessments need to...*

- be authentic and rigorous and tied directly to the program and learning outcome
- reinforce skills that apply across curriculum
- provide students with meaningful feedback in a timely manner
- have a balance between formative, summative and self-reflection

## PURPOSE OF ASSESSMENT

*Purpose of Assessment for Students:*

- promote positive student attitudes towards learning
- provide feedback and opportunity for reflection
- identify strengths and weaknesses in subject area components
- promote responsibility and ownership of learning

*Purpose of Assessment for Teachers:*

- support student learning by providing meaningful feedback
- Inform and improve the teaching process through reflection
- provide opportunity for students to demonstrate transfer of skills across subject areas
- promote a deep understanding of subject content by providing opportunities for students to engage in authentic inquiry.
- promote the development of higher order thinking skills

*Purpose of Assessment for Parents:*

- provide information to inform parents about their child's academic, social-emotional and personal development
- provide point of discussion for conversations with their child about their learning and growth
- share information about instructional program

*Purpose of Assessment for Administrators:*

- Inform about progress toward student achievement of learning targets and growth across content areas



- Inform about teacher progress, achievement and growth, as well as areas for further professional learning
- Engage in reflection about program development and areas for additional resources/support

### ASSESSMENT CRITERIA AND GRADING SCALE

GRADING SCALE			
<b>A+</b>	100% - 97%	<b>C+</b>	79% - 77%
<b>A</b>	96% - 94%	<b>C</b>	76% - 74%
<b>A-</b>	93% - 90%	<b>C-</b>	73% - 70%
<b>B+</b>	89% - 87%	<b>D+</b>	69% - 67%
<b>B</b>	86% - 84%	<b>D</b>	66% - 64%
<b>B-</b>	83% - 80%	<b>D-</b>	63% - 60%
		<b>F</b>	59% - BELOW

### REPORTING AND RECORDING STUDENT ACHIEVEMENT

All teachers will communicate the grading and assessment policy and curriculum information to parents at the start of the school year.

Each subject will identify objectives aligned with subject guidelines and assessment criteria. Assessments are measured according to the levels of achievement that best describes the quality of work.

Ways in which parents, students and teachers will communicate about assessment:

- Parent Open House
- Parent/Teacher Conferences
- Quarterly report cards
- Communication through Parent Portal
- Teacher emails, phone calls and meetings



## FORMATIVE ASSESSMENT

Assessment is ongoing and occurs at all stages of the learning process.

- Diagnostic - To identify what students already know and to uncover misconceptions, teachers use formal and informal strategies. These include pretests, thinking maps, discussions, standardized tests, informal reading inventories and more.
- Formative - We define formative assessment as assessment for learning. Formative assessment can be graded or non-graded. This type of assessment show continual progress toward unit objectives and course content.

### Objectives / Purpose

- This type of assessment happens during the learning process and gives students direct feedback so students can improve before a summative assessment
- It provides teachers with the input needed to adjust instructional strategies and improve student performance.
- Reveals student misconceptions
- Focused on a particular learning target
- Examples: written reflection, verbal response, presentation, quiz, demonstration, graphic organizer, video/audio recording, and drafts of writing, etc.

## SUMMATIVE ASSESSMENT

This type of assessment can also be defined as assessment of learning. Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. The results of summative assessments are communicated to both students and parents. Projects, activities, and unit tests are a few examples of summative assessments.



### Objectives / Purpose

- Shows mastery of unit objectives & course content
- A way for students to show that they have mastered all learning targets for the unit
- An end of unit assessment
- Integrates all unit learning targets into one product
- Examples: classroom test, timed writing, essays, performance tasks/projects, investigations, practical work, and/or oral examination, etc.