



# Assessment Handbook

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# 1. Introduction

## **JFK Mission**

To lead, serve and create beauty.

## **JFK Vision**

To achieve the extraordinary.

## **IB MISSION STATEMENT**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# At JFK we strive to be



## IB Learner Profile

## **School Profile**

The John F. Kennedy School, The American School of Querétaro, is a private, non-profit institution that offers a bilingual and IB education to a multicultural community. Situated in Central Mexico, JFK serves over 1400 students from K-12th grade. The student population represents more than 25 countries, 77% of whom are Mexican Nationals. The school also has significant student populations from the United States (9%) and Korea (5%).

At John F Kennedy, The American School of Queretaro, we encourage all students to be the best possible version of themselves. We want to accompany all our students on their personal journey to help them do this, and to therefore achieve the extraordinary. Our commitment to their character development, academic excellence and the nurturing of their social, emotional, and physical needs is demonstrated by the wide range of organizations that we are accredited by.

- Cogna.
- Mexican Secretary of Education (SEP).
- International Baccalaureate (IB).
- Association of American Schools in Mexico (ASOMEX).
- The Association of American Schools of Central America Colombia-Caribbean and Mexico (Tri-Association).
- The Inter-Regional Center for Curriculum and Materials Development (IRC).

## **2. The Purpose of Assessment**

Assessment is central to an IB education. Effective assessment is a teaching tool that provides opportunities for reflection by students and teachers as well as assisting in the process of academic planning. There must be full transparency in the way that students are assessed, providing fairness and uniformity for all students in all subjects. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability.

Why do we assess?	Assessment forms an integral part of the curriculum. It is used to assess the process of learning and the product. Furthermore, it informs planning, teaching and reporting throughout the PYP; MYP and DP.
What do we assess?	At JFK, we assess knowledge, conceptual understanding, skills, and attitudes with input from teachers and students. The assessment data is comprehensive and allows the teacher to guide future instruction and to assess the best evidence of learning in relation to the standards.
Who assesses?	Both the students and teachers are involved in assessment. Teachers continuously assess students both on a formative and summative level, and give regular and actionable feedback to further the students' skills, conceptual understanding and knowledge. Students are involved in frequent self and peer assessment and are given opportunities to reflect on their learning.

Effective assessment informs learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand, are able to do and transfer at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what to teach, how to teach, what to assess, how to assess, and how assessment can be used to inform instruction. Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback.

### 3. JFK Philosophy of Assessment

The primary purpose of assessment is to provide information that will inform instruction and improve student learning. Assessment involves students and teachers working collaboratively to monitor, document, measure, report and adjust learning. Students actively engage in all assessments and are able to reflect on their learning, act on feedback from peers and teachers, and plan next steps in their learning. Teachers develop formative and summative assessments aligned with standards

and provide meaningful feedback wherein the main objective is student success. Whenever possible students will be given multiple pathways (metacognition) to demonstrate success and attainment of the course standards.

Not every child learns on the same day or in the same way, therefore it is incumbent on the teacher to differentiate instruction and determine the best evidence of learning. As part of this process, teachers will continually strive to develop confidence and engagement so that each child feels appreciated and respected for their knowledge, skills and developmental progress. Students will become independent learners who recognize their own learning preferences and will seek to develop those areas that are challenging in an environment that fosters risk-taking and a growth mindset.

## **4. JFK Best Practices in Assessment**

According to research, effective and meaningful assessment is:

- Complex.
- More than numbers and grades.
- Authentic.
- Applicable to real-life experiences.
- A partnership between students and teachers.
- A continual source of feedback that engenders confidence and engagement.
- On-going and constructive rather than fixed and definite.
- Student-centered.
- Provides students with multiple opportunities to demonstrate what they know, are able to do, understand and can transfer.
- A continual and transparent part of the daily learning.
- Incorporates research on how the brain learns and the learning styles of the student.

Furthermore, assessment practices at JFK will:

1. Reflect the international and national nature of the school and community.
2. Contribute to fulfilling the Mission and Vision of the JFK.
3. Reflect the curriculum objectives, beliefs and expectations of the community.
4. Be transparent with criteria that is shared with students, teachers and parents.
5. Provide opportunities for teachers to plan collaboratively so that standards, assessments and instruction align.
6. Stress the importance of assessments as “information” that can guide next steps in the learning process.
7. Demonstrate a commitment to assessment for, of and as learning.
8. Provide professional development with a goal of aligning common beliefs in the purpose, practice and use of formative assessment strategies (checks for understanding) and the role of summative assessments.
9. Promote a variety of authentic and challenging tasks designed to meet the needs of all learners and foster critical thinking, creative problem solving, and student agency.
10. Reinforce the lines between monitoring, documenting, measuring and report of learning (IBO 2020).
11. Promote academic honesty and responsibility for student integrity.
12. Provide multiple opportunities for meaningful feedback that promote student learning.
13. Involve a transparent recording and reporting system that includes formal report cards, clear and consistent communication with parents and students, and a line of communication that prevents misunderstandings during formal reporting periods.
14. Demonstrate a commitment to transparent assessment practices that include the involvement of students as participants in their own learning.

## **5. Essential Responsibilities related to Assessment**

Teachers at JFK recognize how teaching, learning, assessing and reporting work together in an ongoing cycle to ensure student growth. Assessments include process, performance and product-based assessments that allow students to demonstrate a wide range of knowledge, conceptual



understanding, and skills. Within this context, the main objectives are to develop students who are engaged, motivated and independent learners.

## Essential Responsibilities

### STUDENT RESPONSIBILITIES

- Assume ownership for their own learning and academic progress.
- Understand and ask for clarification about what is being assessed, how and when.
- Take responsibility for assignments and deadlines as provided by teachers in class and/or in learning management systems.
- Assume responsibility for completion of assignments in a timely manner.
- Reflect and act on feedback to improve the learning experience.
- Understand that success in school is related to good attendance patterns and engagement in the lessons.
- Prioritize academic work, and organize time in a manner that minimizes stress levels and represents the best effort possible.
- Strive to be an active participant in the assessment process through self and peer assessment.
- Take initiative and responsibility for requesting assistance from teachers, counselors and others when difficulties arise related to school work and life.
- Engage in conversations with teachers about the Learner Profile.
- Understand the need for academic integrity and honesty and realize the consequences of plagiarism.

### TEACHER AND STAFF RESPONSIBILITIES

- Ensure familiarity with, and adherence to, best practices in assessment in their daily work as teachers.
- Focus on assessment as information that will inform instruction and improve student learning. Coverage of course content is not learning!
- Develop assessment practices that reflect the IB Learner Profile.
- Design assessment strategies and tools that reflect fairness, reliability, relevance and authenticity. (*See also Appendix B*)

- Ensure that all grades reported reflect best evidence of learning and realize that formative and summative grades should reflect that evidence.
- Provide timely, positive and actionable feedback on assignments, in particular in the process of learning.
- Focus on the process of work to ensure that issues of academic integrity are addressed in the early stages of a project or writing assignment.
- Use rubrics as a qualitative tool to make the assessment of work consistent and transparent.
- Analyze assessment data from internal assessments as well as external assessments in order to provide both group and individual interventions to provide maximum learning opportunities.
- Utilize data to plan individual and group instruction, determine learning objectives, and to communicate with students, parents, and colleagues.
- Update and post grades and feedback in the learning management system on a regular basis, as determined by the division principal.
- Contact parents and Student Support Services when individual students display signs of concern.
- Communicate regularly with parents to build trust and to explain assessment strategies that are being used in the classroom
- Not all children learn in the same way, or on the same day; therefore, it is the responsibility of the teacher to differentiate instruction and to provide assessments that promote the success of each student. Realize, however, that the subject and grade level standards remain the same for every student.

### **PARENT/GUARDIAN RESPONSIBILITIES**

Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with other life experiences. The school welcomes parent participation in culminating learning celebrations (i.e. summative assessment tasks and mini exhibitions). Parents partner with the school to promote student learning in the following ways:

- Engage in conversations with their child(ren) to support and empower student learning. Understand the assessment criteria under which students are being assessed.

- Understand the academic, physical and social development of their children so that parents and the school can actively promote student growth.
- Celebrate their child's progress, especially when the child has overcome a challenge.
- Monitor progress in all grades/subjects regularly by reviewing online grades and communicating with teachers if there are any concerns.
- Communicate in a positive and proactive manner with their child and the teachers to build a trusting relationship centered around student learning.
- Support children to be engaged and independent learners so that they can complete all assignments independently. Sometimes knowing the difference between “supporting a child and doing the work for them” can be a difficult distinction. When in doubt, contact the teacher for guidance.

### **IB COORDINATOR RESPONSIBILITIES**

- Responsible for the delivery of the curriculum including: documentation of planning, adherence to assessment practices, reporting, and evaluation of assessment results.
- Support teachers to identify developmentally appropriate opportunities to increase students' awareness and understanding of assessment policies and practices.
- Provide professional development on assessment in the PYP, MYP and DP.
- Work in concert with teachers and librarians to ensure that a developmentally appropriate curriculum is in place to scaffold skills that can be assessed accurately.
- In coordination with teachers and academic coordinators, support teachers and students to understand different types of assessment and the learning strategies that lead to success.

\*\*\*Students in Kindergarten through early elementary may require support from adults when completing authentic work, but assessment should reflect the independent work done by the student.

### **ADMINISTRATION RESPONSIBILITIES**

- Ensure compliance with SEP, IB, Cognia and JFK authorities with regards to the recording and reporting of assessments.

- Determine the effectiveness of the program and the achievement of objectives through the coherence of the teaching-learning process.
- Lead the improvement of the school as informed by student assessment, teacher assessment, program evaluations by Cognia and IB, perceptions surveys gathered by all stakeholders guided by our strategic plan, driven by the Leadership Team and School Improvement Team and reported in "Our Journey" in our 5 year strategic plan.
- Ensure the validity of the school's assessments.

## **6. Assessment for, of and as learning** (see also, Appendix A).

Assessment is aimed at determining the learners level of understanding, therefore it is essential that teachers determine the type of assessment that will illuminate the standards and allow learners to show their understanding. Formative and summative assessments inform the process of learning, and it is important to note that the two approaches should be interdependent.

Formative assessment goes hand in hand with daily teaching practice. It provides teachers with information on students' acquisition of knowledge and understanding, how they are learning and what instructional changes need to be made in the teaching and learning process. The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by the teacher and student to improve learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work; help teachers recognize where students are struggling or accelerating and adjust instruction accordingly.

Summative assessment is the culminating evaluation that gives students the opportunity to demonstrate the conceptual understanding, knowledge and skills they have learned at the end of an inquiry learning process. Summative assessment is not just an activity conducted after learning has taken place, but should be designed to have an integrated role in teaching and learning.

## **7. Common Reporting and Recording Procedures**

*JFK acts with fidelity to three governing bodies - SEP, IB and Cognia - within the reporting and recording procedures. Each of the three authorities has different requirements and while there is a general overlap in expectations, respect for any differences among all three must be considered by the school.*

*JFK uses PowerSchool as the learning management system to report and record student assessment data. PowerSchool connects students, teachers and parents to ensure that transparent and consistent communication occurs in the learning and grading process. Grades are entered by teachers at least once every two weeks and parents can check to see updated grades and progress.*

*Individual Contact from Teachers: Teachers communicate regularly with parents, with a particular focus on contacting parents when a student is struggling or is having difficulty meeting the standards of the grade/course. Any conversations with the parent and student will identify reasons why the child is struggling and develop strategies for the student to succeed. Parents may also request more regular personalized contact in the event of special circumstances.*

**SWAS reporting and recording:** Students receiving support from SWAS will have this fact noted on the transcript. SWAS teachers are responsible for reporting and recording grades from students enrolled in SWAS.

## **8. PYP, MYP and DP**

### **PRIMARY YEARS PROGRAMME**

#### **PRESCHOOL**

At JFK, assessment in the Kinder years is informed by the guidelines as set out in the enhanced PYP Early Learner document which states that Early Years assessment should be assessment that monitors and documents students' learning against individual developmental milestones and celebrates achievements at times that are pertinent to individuals. Kinder 2 and Kinder 3 students

are also assessed three times a year using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in order to build early literacy skills necessary to enter Elementary School.

At JFK, we use the following assessment strategies and tools in the Early Years (*see also, Appendix B*):

- Observations\ Discussions: focusing on individual students, collaborative groups and whole-class instruction to gather evidence from different learning situations.
- Checklists that indicate if a student has met learning criteria.
- Positive and actionable feedback that informs the student about their progress.
- Clear and timely feedback to parents so that they are aware of learning goals and how their child is progressing towards those goals.
- Anecdotal records: brief, written observations of students in various learning contexts including language assessments and Math assessments.
- Written records of conversations, comments, explanations and reflections.
- Annotated pieces of students' work that form part of a student portfolio. In the PYP a portfolio is seen as a record of students' involvement in learning and is a living document to demonstrate success, independent learning, higher order thinking, imagination, and reflection.

## ELEMENTARY GRADES PRE-FIRST TO GRADE 5

At JFK, the PYP assessment criteria and rubrics are created collaboratively with teacher and leadership teams, and, as much as possible, with students. The participation of students to co-construct the success criteria allows them to internalize and connect with the process of assessment so that assessment is done *with* them instead of *to* them. Students have the opportunity to demonstrate their knowledge, skills and understanding at different moments in the learning process. The vast majority of assessments are performance based tasks (rather than exam-based), allowing students to demonstrate their learning in a variety of ways throughout the school year.

JFK Elementary School teachers are continuously assessing student learning. Standards articulate the skills and abilities necessary for success at the next grade level. Assessment is integrated in planning for teaching and learning for units of inquiry. Students and teachers gain a better

understanding of student development in regards to knowledge, concepts, skills, and learning dispositions throughout each of the six units. Teachers report progress by gathering evidence from a variety of learning experiences, rubric criteria, tests, performances, quizzes, projects, and other developmentally appropriate means. Teachers formally assess evidence of benchmark mastery in specific subject areas within each unit of inquiry using both formative and summative assessments.

Assessment and evaluation data gathered by the students' teachers is further informed by diagnostic assessments, running records and compiled with standardized measures to offer school personnel a complete picture of students' strengths and areas of opportunity. Using this information, the school plans for effective teaching and learning in whole class, small group, and individual settings, as well as short-term interventions as needed.

Assessment and evaluation data gathered by the classroom teacher is also triangulated with standardized measures (DIBELS *Dynamic Indicators of Basic Early Literacy Skills* in Pre-1<sup>st</sup>, and Stanford Standardized Exams in grades 1 to 5), diagnostic, formative, and summative assessments.

### Portfolios:

Evidence of student learning is gathered and reflected on as students choose artefacts from their learning to create a record of their engagement, creativity, and progress over time. It is a celebration of student growth as individual and collaborative learners, and shows evidence of a variety of learning experiences from different curriculum areas. The portfolio reflects knowledge, understanding, transdisciplinary skills and attitudes. It is a valuable resource for teachers, students and parents to reflect upon what has been learned and to set goals for the future.

### The Fifth Grade Exhibition:

Students in their final year of PYP participate in an extended, collaborative inquiry project guided by a transdisciplinary theme. This is a culmination of their journey as inquirers in the primary years. Students are assessed on their engagement with the essential elements of the PYP.

With their classmates, students establish the central idea and lines of inquiry. Individually, they develop their own key concept questions and engage in an in-depth inquiry. There is ongoing and rigorous assessment throughout the preparation and presentation, in the form of rubrics, self-assessments and peer-assessments, checklists, journal entries and reflections.

Together, students and teachers:

1. Set objectives at the start of the academic year in the areas that the student would like to improve to develop ownership and independence.
2. Establish new goals throughout the year.
3. Think about the progress made and how certain artifacts demonstrate these achievements with a focus on the Learner Profile.
4. Demonstrate a commitment to transdisciplinary skills.
5. Acknowledge growth in the essential elements and how this is demonstrated in the selected work.

The exhibition marks an important transition from primary to the middle-years. Students enter an important new phase in their learning as inquirers and globally minded citizens, whose values and beliefs reflect the mission and vision of JFK and the International Baccalaureate.

## **PYP Recording and reporting**

The student's abilities are defined on a 4-point rubric as exceeding, achieving, developing and beginning. Teachers also report comments based on a holistic perspective of how the child has been developing in skills, understanding and learning dispositions throughout the trimester.

Through PowerSchool, parents can check daily for announcements, homework assignments and every two weeks to see updated grades and weekly progress.

Grades are reported each trimester, as determined by the school calendar. These are available electronically and a printed copy is given to the student at the end of the school year. A formal report card is issued three times a year. In PF and 1st grades, these are delivered to parents in a one-to-one conference with the teacher. Once a trimester, teachers write a comment in the report card describing a holistic view of how the child is developing skills and understanding, and attributes of the IB Learner Profile in regards to the units of inquiry.



## MIDDLE YEARS PROGRAMME

Formative assessment is an integral part of the teaching and learning process in the MYP at JFK. Teachers continually adapt instruction to improve learning based on well-intentioned formative assessment strategies. A variety of formative assessments are used before and during a unit of work to assess prior knowledge and ongoing understanding. This is then used to inform teachers' planning and teaching and allows reflection on the strategies used. Formative assessment allows students to reflect on their learning and to create opportunities for them to set individual targets based on feedback from peers and teachers. Teachers employ a range of strategies and tools to assess formatively including, but not limited to: rubrics, continuums, tests and anecdotal records.

Criteria to be assessed during the summative assessment informs the formative stages of learning so that student have multiple opportunities to practice and to receive peer and teacher feedback before the assessment of learning. Summative Assessment in the MYP is criterion referenced, measuring attainment of standards against specified criteria rather than against other individuals in the class (IB, 2014). All assessment criteria are subject specific.

For each assessment criterion, a number of descriptors are defined as shown in the form of a rubric. The descriptions used are subject specific and are set by the IB. MYP 1, 3 and 5 are already stipulated. MYP 2 uses the same criteria as MYP 1 for the first half of the year and uses the same criteria as MYP 3 for the second half of the year. MYP 4 uses the same criteria as MYP 5. These describe a range of achievement levels with the lowest level represented as 1 and the highest, 8. The relevant descriptors are given to each student with the task. At the end of the year, an overall grade from 1-7 is given for each subject; 1 being the lowest and 7 the highest. For each subject, all of the strands in each assessment criteria must be assessed at least twice during each academic year.

A conversion scale has been agreed (*See Appendix F*) and all teachers use it in the rubrics to report grades for MYP, SEP and Cognia at the same time. In the Middle School years, teachers use the "practice rubric" containing simplified language of the IB Criterion to assess student learning (*see also, Appendix C*) As students transition to grade 9, indicators of achievement are written for every formative assessment by the teachers or co-constructed with the students. (*See a sample rubric in Appendix D*).

## MYP Personal Project:

MYP students in their final year explore an area of personal interest through a cycle of inquiry, action and reflection over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. Students are externally assessed on their engagement with the essential elements of the MYP.

The personal nature of the project is important: the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on—which can be an existing or a new interest—choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and demonstrate consolidation of their learning in the MYP.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- set goals and evaluate outcomes against them
- appreciate the process of learning and take pride in their accomplishments.

There is ongoing and rigorous assessment throughout the process, in the form of rubrics, self-assessments and peer-assessments, checklists, journal entries and reflections. Students are assigned a personal project supervisor who provides guidance and formative feedback throughout the process. Projects are assessed by the supervisors against the published criteria, and schools conduct internal standardization to ensure consistent understanding of the criteria and of student performance. The external validation of personal project grades is mandatory for all MYP schools ending in Year 5.

## **MYP Recording and Reporting**

IB MYP works on a 1-8 scale in each subject. IB MYP subjects have four assessment criteria. Once every semester, teachers will report a grade on the 1-8 scale for each of the criteria. This number provides a comparison of the individual student on a global scale.

## Reporting IB MYP Grades (Grades 6-10)

**SEP:** For courses in 9th grade, students receive 3 trimester grades that are averaged into the final grade. Trimester grades are issued to students on dates stipulated in the school calendar. Students below a 60 yearly average must take credit recovery to officially pass the course and be permitted to enter the next grade level.

For courses in 10th grade students receive semester grades.

## DIPLOMA PROGRAMME

We want our students to have a wide range of meaningful and relevant assessment experiences that help them identify strengths and areas for growth. To this end, we assess students in two ways. We assess what students know, understand, and can do after a given time of study (broken into units) based on course objectives that come from our DP International Baccalaureate. We call this summative assessment, "IB Assessment," as we directly assess student performance against expectations from IB course objectives.

All IB Diploma course grades are awarded through a combination of internally and externally assessed work. The nature of this varies from subject to subject (individual IBDP Subject Guides should be referred to for specific requirements); however, the majority of assessment comes in the form of externally assessed written examinations.

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external and internal assessment in the DP.

#### External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions

#### Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay, thus the maximum score is 45. In order to qualify for the IB Diploma all assessment components for each of the six subjects, as well as the core components (Extended Essay, Theory of Knowledge and Creativity-Active-Service) must be completed.

In all cases, these tasks also require the teacher to grade internally to obtain a 'school grade' for inclusion as part of the official school grades offered as part of the SEP and Cognia process. For this purpose, the grade awarded to each task will be on the SEP grade scale of 1-100. (See *Appendix F*).

In the process of preparation for IB Assessments students receive peer and teacher feedback that is actionable and leads to improved student learning. We call this formative assessment, "Practice" as students gain experience working with content, concepts, and skills. The tools used to assess students are rubrics that are designed based on IB criterion from 3 possible sources (Mark schemes, Mark bands or Grade Descriptors) (see Appendix E) The "IB Assessment category" is worth 50% of the overall grade and the "Practice" category is worth 50% of the overall grade.

The assessments ultimately provide reported grades as follows:

## **Reporting and Recording in the HS and DP**

**SEP:** Grades are registered and reported throughout the year, with final semester grades for each individual subject, based on a scale of 1-100 (60 being the passing grade). Students in grade 9 receive trimester grades. In grades 10, 11 and 12 students receive semester grades.

**Cognia:** Grades are registered and reported throughout the year, with a final course grade for each individual subject. These are represented on an official School US transcript on request for graduating students and others leaving the school. The overall grade is represented as a GPA (Grade Point Average) on a 1-4 scale with no weighting for IB or other courses.

**IB Diploma Programme (DP):** The IB Diploma is a two-year programme taken by students in 11<sup>th</sup> and 12<sup>th</sup> grades only. Each IB subject is incorporated into the regular program of study for all students but requires different grading and assessment. For example, the IB Diploma awards

grades of 1-7 instead of 1-100. In preparation for this diploma it is important that teachers assess students following strict IB guidelines. In all such cases that assessment is required based on the IB scale, an appropriate equivalent will also be provided to comply with and respect the SEP and Cognia requirements.

## 8. External Assessments

All JFK students are required to participate in a variety of externally assessed standardized examinations. These examinations serve the school as indicators of our relative success, as well as providing students and their families with useful information about their progress. The results of all these examinations are also used by teachers as measures of the success of their programs, and as a means to consider future modifications to the course content or learning process. The content, timing and variety of tests used by the school may be changed to reflect varying needs, although the following is a description of those presently in use.

**PLANEA:** required participation of all students in SEP-registered schools in Mexico, and in High School is applied to only 9th and 12th grades. The examination is comprised of three subjects: Spanish, Mathematics, and one other that is announced annually. Results provide individual student information plus comparative information for schools both locally and nationally.

**Stanford Test:** This is an examination taken across the United States in both public and private schools to indicate progress in Language Arts, Mathematics and Social Studies. Results provide individual student information plus comparative information for students and groups against a normed group. Students take this test from 1st grade in Elementary School until 11<sup>th</sup> grade in High School. As an American School this provides the school with useful evidence as to the academic rigor of our programs, longitudinal comparisons of data and useful information for course modification.

**ITP TOEFL:** The Test of English as a Foreign Language provides students with evidence of their progress in learning English. Individual scores can help provide access to certain colleges and credit against certain courses in some Mexican universities. Teachers use this information to

modify the English program as appropriate, and results demonstrate the progress in proficiency of both individuals and groups over time. It is taken in 10<sup>th</sup> and 12<sup>th</sup> grades by all students.

**SAT and Pre-SAT:**

The Pre-SAT is taken in 10<sup>th</sup> grade, and the SAT in 12<sup>th</sup>. This examination is a pre-requisite for entry to US colleges, and is required for admissions in most other countries as well. SAT examines both English and Mathematics and scores obtained provide useful indicators for the school as an American School as well as the benefits for individuals. Students can request retaking this examination in order to improve their scores, and many do so in 12<sup>th</sup> grade.

**IB DP:** All IB final examinations are taken in 12<sup>th</sup> grade, according to times and dates fixed internationally by IB. The dates may vary, but are usually within a 3-week period of May, with only Art requiring examinations outside this time, during either March or April, according to time requested by IB.

***Handbook Development and Annual Review***

Our Assessment handbook was developed in collaboration with the IB Coordinators and teaching staff. This handbook is designed for students, parents, teaching and non-teaching staff, to understand and adhere to the expectations related to JFK principles of assessment, and ensure that students can be successful at every milestone in their school journey.

This handbook will be reviewed and updated annually.

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## 10. Glossary

Anecdotal records: brief, written observations of students in various learning contexts.

Assessment: an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.

Benchmarks: a list of criteria used to set expectations that indicate a particular level.

Checklists: lists that indicate if a student has met or not met certain criteria.

Continuums: a measurement scale that shows the developmental stages of learning.

Exemplars: samples of student work that are compared to concrete standards to show different levels of a rubric.

Feedback: Positive and actionable feedback is essential to learning. Grant Wiggins describes feedback as “information about how we are doing in our efforts to reach a goal.”

Informal Assessment: when teachers and students make immediate judgments and provide feedback about learning. Types of tasks could include: group discussions/debates, graphic organizers, journal entries, presentations, model-making, research, questionnaires and a range of teacher strategies to engage students in the learning process.

Integrated Assessment: All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied and fit for purpose.

Observations: Focus on the whole class, collaborative groups, and/or individual students to gather evidence on different learning situations.

Open-ended tasks: A stimulus where students are asked to provide an original response.

*Peer Assessment:* Where students provide feedback to other students about their learning. For this to be effective, it needs to be structured and take place in an atmosphere of trust.

*Performance assessment:* Goal-directed tasks with established criteria that allow students to apply numerous approaches to solving problems.

*Self-Assessment:* The learner assesses his or her own work, thus developing their capacity to monitor and reflect on their own learning.

*Standards and Benchmarks:* JFK uses the AERO Standards (American Education Reaches Out) as a base from which to integrate requirements from SEP and IB, where appropriate.

*Rubrics:* a qualitative scoring tool with an established set of criteria to rate student performance on a given task. Ideally, rubrics are developed with student input, but at the very least rubrics must be visible to the learner during the process of learning.

# 11. Appendix Section

## Appendix A

Figure AS07

*The three assessment practices*

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
<b>Purpose</b>	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
<b>Timing</b>	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
<b>Features</b>	Student involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of process Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher judgment Norm- or criteria-referenced	Students are active agents in their own learning by developing and using meta-cognitive strategies to: <ul style="list-style-type: none"> <li>• plan learning goals</li> <li>• monitor goals</li> <li>• reflect in order to modify learning and to adjust learning.</li> </ul>

## Appendix B

Assessment strategies and tools					
Assessment tools Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

## Appendix C

**John F. Kennedy**  
**The American School of Querétaro**  
**Language and Literature Practice Rubric**  
**MYP Years 1-3**

Grading Scale	60	75	85	100
<b>Analysis</b>	<b>A:</b> Identifies and comments on style and content within and between texts giving <b>minimal</b> justification of opinions and ideas	<b>A:</b> Identifies and comments on style and content within and between texts giving <b>adequate</b> justification of opinions and ideas	<b>A:</b> Identifies and comments on style and content within and between texts giving <b>sufficient</b> justification of opinions and ideas	<b>A:</b> Identifies and comments on style and content within and between texts giving <b>detailed</b> justification of opinions and ideas
<b>Organization</b>	<b>B: Minimal</b> structure of opinions and ideas for the purpose of the text	<b>B:</b> Structure opinions and ideas <b>adequately</b> for the purpose of the text	<b>B:</b> Structure opinions and ideas <b>sufficiently</b> for the purpose of the text	<b>B:</b> Structure opinions and ideas <b>effectively</b> for the purpose of the text
<b>Producing Text</b>	<b>C:</b> Produces text selecting <b>minimal</b> details to support ideas that impact an audience	<b>C:</b> Produces text selecting <b>adequate</b> details and examples to support ideas and new perspectives that impact on an audience	<b>C:</b> Produces text selecting <b>sufficient</b> details and examples to support ideas and new perspectives that impact on an audience	<b>C:</b> Produces text selecting <b>extensive</b> relevant details and examples to support ideas and new perspectives that impact on an audience
<b>Using Language</b>	<b>D:</b> Uses <b>minimal</b> communication techniques, <b>limited</b> word choice, and <b>inaccurate</b> grammar and punctuation	<b>D:</b> Uses <b>adequate</b> communication techniques and <b>sometimes</b> uses appropriate word choice, grammar, and punctuation	<b>D:</b> Uses <b>sufficient</b> communication techniques, mostly appropriate word choice, and <b>competent</b> grammar and punctuation	<b>D:</b> Uses <b>effective</b> communication techniques, <b>appropriate</b> word choice, and <b>accurate</b> grammar and punctuation

## Appendix D

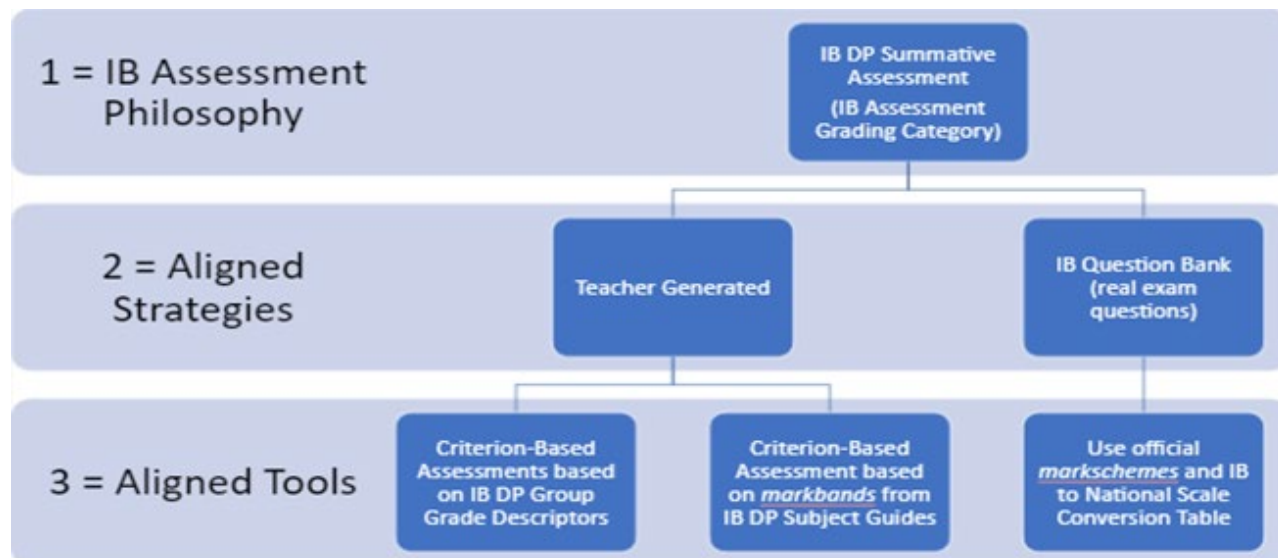
# Practice

## Revolutions in Latin America Formative Ai

- **Directions:** Using **vocabulary** related to revolutions in Latin America and EVIDENCE (quotes) from the documents, write a paragraph answering the question below. Highlight the vocab words you use.
- **Why did the Creoles lead the fight for independence in Latin America?**
- **Criterion Ai: Knowing and Understanding**

IB Scale	1 - 2	3 - 4	5 - 6	7 - 8
SEP/US Scale	50 - 65	75 - 80	90 - 95	100 - 100
<b>IB Objective Descriptors</b>	i. uses <b>limited</b> relevant terminology	i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b>	i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b>	i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b>
<b>Indicators of achievement</b>	i. uses limited Latin Revolutions terminology	i. uses some Latin Revolutions terminology accurately and appropriately	i. uses a range of Latin Revolutions terminology accurately and appropriately	i. consistently uses a wide range of Latin Revolutions terminology effectively

## Appendix E



## Appendix F

### IB to National Conversion Scale for MYP Summative Assessments

IB Scale	1 - 2	3 - 4	5 - 6	7 - 8
SEP/US Scale	50 65	75 80	90 95	100 100

### IB to National Conversion Scale - IB Question Bank

IB Scale	1	2	3	4	5	6	7
National Grade	50	60	70	80	85	90	100

### IB to National Conversion Scale for Rubrics based on Mark bands and Grade Descriptors

IB Scale	1	2 - 3	4 - 5	6 - 7
National Scale	50	60 70	80 85	90 100

This version was reviewed and adopted on: March 2022

Adrian Leece:	General Director
David Brown:	Assistant General Director
Robert Callahan:	High School Principal
Camille Casses:	Middle School Principal
Mark Dunn:	Elementary School Principal
Debra Cortney:	Pre-School Principal

Review Committee:

Christine Scharf	PYP Coordinator
Laura Davis	MYP Coordinator
Regina Velázquez	DP Coordinator
David Brown	Assistant General Director
Alejandra Galindo	Instructional Coach HS

*\*Feedback received from teachers from all sections.*