

Quabbin Regional High School Assessment and Reporting Policy

PHILOSOPHY

Assessment is the collection and analysis of formative and summative data regarding student progress and achievement. As a collaborative learning community where all students have opportunities to achieve personal excellence, our teachers use assessment to inform instructional decisions and to modify instruction according to student progress, and to inform students of their personal progress, promoting access to the curriculum for all students.

ASSESSMENT PRINCIPLES

Quabbin Regional High School attempts to design a variety of valid and reliable assessments that are aligned specifically to the Massachusetts state standards, our school learner expectations, and IB curriculum; and provide students frequent opportunities to demonstrate their knowledge and proficiency. Frequent formal and informal formative assessments, based on student performance on state standards and on IB standards where applicable, are used to drive instruction. In addition, many teachers utilize pre-assessments to evaluate students' prior knowledge and to adjust instruction accordingly.

ASSESSMENT PRINCIPLES AS APPLIED TO IB COURSES

In order to ensure consistency and reliability within our individual assessments, our staff uses school-wide and IB rubrics which are aligned with the school vision statement and IB standards. Teachers develop lessons and assessments in accordance with IB standards, guides, and resources, allowing for valid assessment of the IB principles and the learned curricula. In addition, we utilize the feedback from IB moderated assessments in our curricular reflections and adjustments. When appropriate, teachers work to collaboratively develop interdisciplinary assessments and instructional practices to meet the needs of all students.

Students participating in the IB full Diploma Programme or who are enrolled in an IB Certificate course will be expected to complete all IB assessments in the subject area. These assessments include, but are not limited to, the Internal and External Assessments. Internal Assessments are a combination of written and oral presentations; External Assessments are formal, timed, assessments administered during May of the senior year. All full Diploma Programme candidates are also expected to complete the Extended Essay, the Theory of Knowledge (TOK) Essay, and to complete Creativity Action Service (CAS) requirements.

REPORTING

Reporting involves but is not limited to the following:

- Student and teacher interaction
- Teacher discussion of identified trends with class
- Distribution of eight standard written reports per year to parents and students: progress reports and report cards
- Periodic staff updates (during faculty meetings and professional development days)

- Collaboration and discussion within the Academic Support Team (Administration, Graduation Coach, guidance counselors, nurse, and at least two faculty representatives)
- Student and academic advisor interaction
- Student and guidance counselor interaction
- Teacher, guidance, parent, and student interaction: including special education teacher and special education coordinator, if applicable
- District Central Office receipt and distribution of performance reports
- School Council updates regarding state reports
- School Committee updates regarding school performance reports
- State of Massachusetts required report submission
- Student transcripts and school information reports to universities and post-secondary
- Reporting to community at large

ASSESSMENT PRACTICES

Formative

Teachers will provide frequent formal and informal assessments to evaluate student progress in accomplishing their goal. Teachers utilize the data collected through the formative assessments to drive instruction. Quabbin Regional High School's formative assessment practices include, but are not limited to:

- Observations
- Pre/Mock Exams
- Oral and written commentaries
- Inquiry based labs/activities
- Physical techniques
- Peer evaluated group presentations
- Class discussion contributions
- Peer assessment
- Journal entries
- Skill-based assessment
- Open-ended tasks and projects
- Activating and summarizing activities
- Self-assessment

Summative

Teachers utilize end of section assessments and benchmarks to evaluate student progress toward a section goal, unit, or course. These assessments inform the student and teacher regarding student achievement on specific learning targets, goals, or skills. Summative assessments provide teachers insight into possible future curricular or instructional revisions. Quabbin Regional High School's summative assessment practices include, but are not limited to:

- Written responses
- Portfolios
- Vocabulary or section quizzes

- Essays
- Research projects and papers
- Oral reports
- Creative projects
- Reading quizzes for comprehension
- Tests / Exams
- Creative writing
- Performance application

Updates and Revisions

This document will be reviewed bi-annually by the Steering Committee and updates and revisions will be made based on student population, demographics, and on program needs.

Communication

This document is available to all segments of the Quabbin Regional School District community via the school's website, the academic guide, and the student handbook.