

# Annunciation Catholic School Assessment Policy

## ***Mission Statement***

Annunciation Catholic School aims to empower all scholars to become reflective, compassionate and mission driven individuals dedicated to use their God given gifts and talents to create a better world. Through a deeper and broader understanding of their faith, accompanied by an appreciation of the universality and connections of the entire world, our rigorous academic curriculum will foster in our scholars an empathic understanding of and active participation in the world as global citizens.

## ***Vision Statement***

The Annunciation Catholic School teachers, parents and community are dedicated to help all students apply their personal attributes to lead productive lives and to become contributing members of the global community.

## ***Learning Philosophy***

The curriculum is marked by current content and fresh approaches to methodology. There is emphasis on principles rather than fact, on learning through problem solving rather than by precept. We strive to offer a program which makes use of many sources of reading material, a wide variety of audio visual and technology tools and a multi-text approach to the content areas. The goal of the learning is to create a community of learners.

## ***Teaching and Learning Expectations***

- All ACS teachers are expected to have responsibilities and practices in facilitating a variety of assessments and assignments that are learner-centered to prepare the scholars to be independent, self-sufficient and lifelong learners.
- English is the language in the ACS classroom. All learning is through English.
- All ACS scholars are expected to complete the assessments and projects to the best of their ability and skill.
- All ACS teachers are expected to maintain inclusion and equity practices in the classrooms for all scholars with needs.
- All ACS teachers are expected to differentiate lessons and assessments to respond to those students in need of services, remediation and acceleration.
- ACS offers support for scholars in need of services, remediation and acceleration.
- ACS has developed a blended learning approach that addresses the academic needs and goals of every student. Students can receive additional academic support in remediation and acceleration, time management, organization, test taking and study skills.
- All scholarly needs at ACS are respected, and promote a wider community.
- All ACS staff attend Professional Development in culture, learning, and teaching to maintain the ACS Assessment Policy. These efforts are directed towards our most valuable assets in our schools: the people; staff, students and parents.

## *Definitions*

- Formative Assessment: Evaluation aimed at identifying the learning needs of students and helping to form the instruction itself. Formative assessments take place throughout a unit of study
- Summative Assessment: Evaluation of student achievement through a culminating activity generally at the end of a unit or course of study.
- Rubrics: a guide listing specific criteria for grading or scoring academic papers, projects, or tests

## *ACS Grading Scale*

<b>Kindergarten-Grade 2</b>	<b>Grades 3-8</b>
EE = Exceeds expectations	A = 93-100
ME = Meets expectations	B = 85-92
AE = Approaching expectations	C = 77-84
NE = Not approaching expectations	D = 70-76
X = Not assessed at this time	F = Below 70
*with accommodations	

## *Report Cards/Progress Reports*

- Parents/guardians are encouraged to contact teachers by email if any concern were to arise. Mandatory conferences will be held at the end of each Quarter as well as at the request of teachers, the administration, or parents.
- Pre-K and K
  - Report cards will be given out at the end of each semester (twice per year). Additionally, the Teacher keeps a portfolio of student work to monitor progress and conference.
- Grades 1-3
  - Standards Based Report cards are issued four times a year.
- Grades 4-8
  - Report cards are issued four times a year. All grades, missing assignments, and progress reports can be found on the online grading site: Rediker. It is the responsibility of the parent and the student to check grades online. Please check with the School Office for login information or other questions.

\* No student will be given a Progress Report or Report Card if tuition or other fees are in arrears.

## ***Reporting Achievement / Conferences***

Provide a clear process of communicating achievement, along with identifying areas for improvement and/or growth. This keeps the learning community informed and allows reflection on the question, “How well are we doing?” Reporting contributes to the efficacy of the program.

<b>Timing</b>	<b>Reporting</b>
Every 4-5 weeks	Progress Reports for scholars in grades fourth through eighth. No letter grade is represented. Success is based on percentage scores.
4 Quarters Every 9 weeks	Report cards go home every 9 weeks during the school year. K-2 use a skills based report card 3-5 use a one-hundred point scale to report on progress.
November 11	Parent Teacher Conferences Goal Setting session
February	Student, Parent & Teachers Conferences Showcase achievements set goals Discussions for retainment
Ongoing	Journals and/or student work are sent home on a regular basis. Parents have access to grades and assignments within PlusPortal (Grades 4-8) Parent/ teacher conferences are scheduled as needed to help students meet goals and grade level expectations.

## ***Additional Supports***

- All scholars have access to chrome books. Each classroom has its own library - scholars check books out through the classroom libraries. Needed books are ordered and provided through the ACS Learning Center. The Learning Center facilitates student materials in native language and the use of all media needed to engage students.
- The ACS Learning Center provides all Counseling services to identified scholars who are in need of additional language support and facilitate interventions to help scholars become successful learners.

## ***Homework Policy***

Formal home-study is assigned to help students reinforce skills and become independent learners. Assignments are designed to reinforce daily lessons, to supplement and enrich class work, and to prepare for certain lessons through various experiences, and to practice learned skills. Homework guidelines are written in class syllabi.

## ***Homework due to Vacations / Planned Absences***

The school calendar provides for extended weekends throughout the school year. Parents are encouraged to schedule trips or family outings during these times so as to eliminate the need to interrupt a child’s learning process. Missed assignments are the student’s responsibility.

## **Homework Policy Due to Illness**

When a student is absent for three or more days, a parent may call the school office before 9:30 AM to arrange for homework assignments. Homework assignments may be picked up at the school office between 3:00 PM – 3:30 PM.

For short absences, students may also receive missed assignments from their teacher when they return to school.

Students will be allowed one day for each day of absence due to illness. For example, a student who was absent four days should be given four school days to complete the missed work.

## ***Assessment Practices and Methods***

- Teacher Observation
- Teachers conferring with students, one on one, in content areas to establish and work on individual goals.
- Grade level common assessments (end of unit assessments, teacher created assessments, reflections)
- Common state and local assessments in content areas such as MAP testing
- Peer, self, and teacher assessments and reflections
- Performance assessments, Projects & open ended tasks
- Rubrics and self-evaluations that allow students to view the assessment criteria before being assessed
- Students will continuously self-reflect on their understanding of the Learner Profile and make connections with the profile as they continue to grow in international mindedness.
- Teachers use student reflections of the Learner Profile to foster opportunities in the curriculum for demonstrating the attributes.

## ***Measuring Assessment***

### ***Grades 4-8th***

The measure of the assessment is clear to students and parents before the assessment is given. Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:

- Percent correct
- Other numerical value such as point allocation
- Checklist
- Rubric

### ***Grades Pre-K through 3rd***

The measure of the assessment is clear to students and parents before the assessment is given. Assessment is based on skill achievement, teachers may use a variety of measures to evaluate student success, including:

- Other numerical value such as point allocation
- Checklist
- Rubric