Marymount
International School, Paris

Teaching & Learning Policy
2016-2017

Mission Statement:
As a Catholic school embracing diversity, and in the spirit
of our RSHM Mission, "that all may have life", our school community
is committed to the education of every student so they may think
creatively, reason critically, communicate effectively,
and learn continuously.

Our Goal for the Year
To fulfill the mission of the Religious of the Sacred
Heart of Mary: **"To create unity through Diversity"**

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I. INTRODUCTION

As the oldest international school in a global learning community that comprises 19 schools worldwide, Marymount International School, Paris is a welcoming international community with a dynamic learning culture committed to excellence in all aspects of life.

Marymount International School, Paris offers a comprehensive standards-based curriculum that is custom built to foster the learning and growth of our diverse student body. Our principles and practices of teaching and learning are grounded in the guiding statements of the Religious of the Sacred Heart of Mary (RSHM) global learning community. We cherish and foster the children's growth and well being holistically: academically, socially, emotionally, spiritually, physically, and artistically. We strive to support our students as they to grow into principled, innovative, and active agents for change in the global community in the tradition of the RSHM.

II. RATIONALE

The Marymount International School, Paris Teaching and Learning Policy defines and articulates a fundamental belief system for teaching and learning at our school. It sets forth the guiding principles that shape our students' learning program. While this document provides the overarching philosophy and principles of teaching and learning founded in the RSHM guiding statements, it is not a procedural manual. It is intended as a foundation for ongoing professional conversations regarding how these principles will find expression in the classroom. In line with the principle of responding to the needs of our times and personalizing a Marymount International School, Paris student's education, our procedures are to evolve and be dynamic to reflect current best practice and students' learning needs.

The Marymount International School, Paris Teaching and Learning Policy represents an agreed view of how children learn, and how the school endeavors to encourage and support that learning by providing a framework which supports teachers and support staff. In this way, staff can be confident in developing their own practice while at the same time ensuring that we are consistent in our approach to working with our students. We recognize that place for individuality and value the individual strengths of both students and faculty.

III. AIMS

At Marymount International School, Paris, we believe that children learn best in different ways and therefore try to provide a rich and varied learning environment that allows children to develop their personal skills and abilities to their full potential. We aim to identify children's individual learning needs, recognize their skills and talents, and celebrate the culture and experience that they bring to Marymount International School, Paris. We aim to advocate for our students' fundamental right to learn by ensuring equality of access to the curriculum.

The purpose of the Marymount International School, Paris Teaching and Learning Policy is threefold:

1. To articulate the link between the guiding statements of Marymount International, Paris and our daily practice as an international learning

institution.
2. To provide Marymount International School, Paris with a consistent, balanced, and comprehensive statement on the philosophy and principles of our teaching and learning program grounded in the RSHM guiding statements.
3. To stimulate and further our culture of ongoing and continuous professional conversations on research-based current best practices in teaching and learning.

IV. OUR DEFINITION OF LEARNING

At Marymount International School, Paris, we define learning as:

- The process of comprehending concepts and constructing new knowledge, concepts, skills, behaviors, and attitudes in a variety of experiences

- The refinement of knowledge, concepts, skills, behaviors, and attitudes and an ability to transfer that knowledge to authentic real world situations

- The awareness of the global community and the recognition of their active role in it as RSHM students

- The process of self-reflection, adaptability, and communication on transformative process of learning

- The continuous and iterative process of lifelong learning and growth

V. PRINCIPLES OF EFFECTIVE LEARNING

At Marymount International School, Paris, we believe that our students learn most effectively when:

- They are welcomed to a positive environment that is safe, comfortable, nurturing, and well resourced.

- Their learning community is reflective, cooperative, purposeful, and guided by mutual respect

- Their learning program is of the highest standard to provide for the holistic growth of each student in a stimulating environment.

- Their unique potential is cultivated in order to foster, encourage, and challenge their personalized learning.

- They are actively engaged in the learning process including real world and experiential learning activities and service to the wider community.

- They benefit from feedback and assessments that guide and support their learning to motivate them and help them develop self-efficacy.

- Their learning program offers the support required to attend to their individual learning needs, interests, and experiences.

- They are active participants in a positive relationship and sustained communication between their families and the school.

VI. STRATEGIES USED TO PROMOTE EFFECTIVE LEARNING

A. To welcome our students to a positive environment that is safe, comfortable, nurturing, and well resourced, we will:

- ensure the highest standard of safety and security
- ensure a well-equipped and attractive classroom with embedded technology with clear reminders of positive behavior expectations
- foster a sense of enjoyment and fulfillment in learning
- nurture a supportive and motivating environment
- be attentive to foster and sustain the RSHM spirit
- celebrate and foster the diverse community of religions, cultures, languages, and nationalities
- implement appropriate induction and transition programs
- implement positive behavior policies
- speak and listen to students respectfully
- treat students fairly and consistently
- provide opportunities for physical activities and relaxation activities
- seize and create opportunities to develop students' healthy self-confidence
- educate our students about the unique privilege we have as members of a global learning community
- utilize the RSHM Guiding Statements and FALCONS expected student learning results to communicate Marymount International School, Paris expectations

B. To develop a learning community that is reflective, cooperative, purposeful, and guided by mutual respect, we will:

- empower each individual to understand, live and bear witness to his or her faith, in a respectful awareness of others' beliefs
- celebrate and share our diverse cultures and national traditions in enhance international understanding
- model respectful behavior and open dispositions with all adults and students
- provide opportunities to engage in problem solving and collaboration
- use visual reminders, morning messages, assemblies, or discussions to remind us how our lives as principled individuals reflect the RSHM mission
- maintain the highest level of professional development
- provide opportunities for reflection and appreciation of undertaken actions

C. To ensure their learning program is of the highest standard to provide for the holistic growth of each student in a stimulating environment, we will:

- ensure our curriculum is aligned with our adopted standards and research-based best practices and suited to our international school environment and rooted in our identity as an RSHM school
- base the curriculum review process and development in research-based best practice
- revise and map the curriculum in an on-going and measured fashion
- adjust curriculum to meet the learning needs of the current class
- use essential components to develop a sound unit of study: essential questions, enduring understandings, 21st century skills, and engaging content

- articulate the unit of study's objective to the students and ensure their understanding of the learning goals in relation to the overall objective
- build lesson plans based on the learning goals that lead to the unit of study's objective
- create lesson plans based on realistic and expected student readiness at each grade level
- keep records of written lesson plans to inform subsequent differentiation
- engage in an open exploration of the essential questions with students
- create assignments that require the application of skills learned
- request student feedback on the effectiveness of the unit of study
- provide opportunities for students to communicate articulately through reading, writing, speaking, listening, and artistic expression
- present content to allow for students to develop an ability to reason soundly and critically
- actively monitor and use data to assess measurable academic performance
- provide opportunities to display students' learning and the application of their learning
- foster the habit of mind of self-reflection and evaluation
- stimulate professional dialogue that facilitates transfer between subjects
- create an environment that fosters inquiry based learning and nurtures a child's natural curiosity

D. To cultivate their unique potential in order to foster, encourage, and challenge their personalized learning, we will:
- foster the habit of mind that learning is a shared enterprise or undertaking that can be a transformative experience
- encourage and provide opportunities for peer learning and collaboration
- embrace the role of a facilitator of learning in order to convey a student's sense of ownership of learning
- develop learning experiences to allow students to develop as critical and principled thinkers
- communicate the expectation that students are active participants in their learning
- highlight students' strengths with displays and celebrations of learning and achievement
- encourage peer teaching
- recognize and provide for students' interests
- focus on the development of organizational and study skills
- encourage proper pacing to fully digest the learning goals
- ensure our students are working to their highest potential by identifying the types of learners before assigning work/project through diagnostic assessments
- ensure our students are working to their highest potential by giving them choices in assessment and project presentation
- provide access to the curriculum through differentiation for all learners
- utilize data (MAP tests and targets) as a basis for lesson planning and differentiation
- utilize data (MAP tests and targets) to compare and predict student achievement and growth over time
- create the habit of student goal setting and self-reflection

- take advantage of the student-led conferences for goal setting and to foster the habit of meta-cognition
- survey students in order to gauge comprehension for use in short term planning
- use assessment for learning strategies to determine student readiness to move to next learning goal

E. To actively engage students in the learning process including real world and experiential learning activities and service to the wider community, we will:
- participate in the global opportunities afforded us through the RSHM Network of Schools
- embrace and celebrate internationalism and interculturalism as essential components of an RSHM international community by embedding these themes into each grade level
- see our students as agents of change who can protect and advocate for local and global environments
- provide opportunities for civic responsibility and encourage us to take initiatives as young leaders
- integrate social justice and human rights issues into the curriculum
- actively engage in our social environments to model and encourage empathetic and peaceful behavior
- emphasize inquiry-based learning
- engage responsibly in global issues
- encourage and provide guidance for healthy risk taking learning opportunities
- provide opportunities for students to analyze information to create new knowledge and develop understandings
- recognize and celebrate the culture, history, and traditions of France
- organize learning to ensure experiences that take place outside the classroom: i.e. day trips, study trips, field trips, internships, visits to elected representatives
- invite special guests and performances to ignite curiosity
- embed service learning as an essential component to the learning process
- provide opportunities for the application of skills: debates, construction, artistic performances and festivals

F. To provide feedback and assessments that guide and support student learning to motivate them and help them develop self-efficacy, we will:
- align all assessment practices with our assessment policy and principles
- monitor that the schoolwide assessment system includes a range of tasks that assess students' knowledge, skills and conceptual understandings
- include an overview of key summative assessments forms as part of annual planning / curriculum mapping
- embed formative and summative assessments in each unit and lesson plan
- compile assessments to analyze by class, grade and subject, and use to make adjustments to the curriculum, unit and lesson plans
- routinely provide students with positive, learning-focused feedback that builds confidence and capacity to improve
- ensure that students understand that the purpose of assessment is to help them optimise their potential

- take all assessment criteria directly from our curriculum standards and align to our subject scope and sequence documents
- develop consistency and coherence amongst teachers, grades and subjects
- ensure the school-wide assessment system includes a range of tasks and tools
- empower students with some choice in how to be assessed and how to present their work
- include an open-ended component in all assessments that allows high achievers and gifted and talented students to go beyond the regular curriculum expectations
- design assessments collaboratively as a teaching team
- routinely cross-check grading within and across grade levels
- routinely share and analyse the results of assessments to identify patterns and trends as a teaching team
- design assessments holistically to evaluate students' knowledge, skills and conceptual understandings
- use assessment positively to motivate students to make personal progress, whatever their level of attainment
- ensure that students can explain what is expected of them, why their grade was awarded and what they need to do to improve
- ensure that students are confident and comfortable talking about their strengths, areas for development and learning styles, and are able to articulate their next steps in learning
- decline from downgrading academic grades for non-academic factors such as tardiness
- develop performance based assessments
- use rubrics with students at the start of a unit to clarify objectives
- devote time to one on one conferencing
- prioritize daily non-graded formative assessments in a variety of ways
- implement punctual graded summative assessments to ascertain learning

The full Marymount International School, Paris Assessment and Homework Policy is found in the Appendix of this document.

G. To provide the support required that attends to students' individual learning needs, interests, and experiences, we will:
- advocate for every child's fundamental right to access to the curriculum despite learning differences
- commit to the highest level of discretion for every student
- establish a culture of an 'Open Door Policy' classroom to recognize the rightful place of the support teacher (LSS or EAL) as an equal teaching partner in the classroom
- foster constant communication between the support teacher (LSS or EAL) and classroom teacher
- commit to collaboration with all support teachers, Guidance Counselor, parents, and teachers for the well-being of the student
- develop a habit of modification for classwork, homework, and assessments as necessary (with the support of an LSS/EAL colleague as necessary)

- commit to regular and scheduled collaborative planning between the classroom teacher and support teacher (LSS or EAL) as stipulated in weekly timetable
- commit to studying the file and learning profile of all students
- seek out and use the recommendations by specialists/professionals for strategies that best serve students' learning needs
- determine service (push in or pull out) based on observed student needs
- use the guidelines for pull-out/push-in services written by specialist teachers
- regularly evaluate services to ensure that the current model is most beneficial to the student demographic
- collaborate with support teachers (LSS/EAL) for resources to help the child access the curriculum and develop independence
- systemically engage in effective initial assessments to determine students' learning needs
- monitor students in a timely fashion
- study and follow the requirements IEP and any current evaluations

H. To ensure that students are active participants in a positive relationship and sustained communication between their families and the school, we will:
- develop positive dialogue with parents to create a collaborative partnership for the benefit of student learning
- share strategies with parents for active interest and engagement in their children's learning
- encourage methods for structure for students to develop good habits at home
- model respectful and constructive dialogue
- foster positive relationship between families and any outside specialists or therapists in order to work coherently
- nurture and encourage students to self-assess in the student-led conference process
- provide training and support and encouragement for parents to monitor student progress via the online service provided
- regularly update information and provide recommendations in parent-friendly language
- invite and encourage attendance for school events, information nights, and orientation meetings

VII. REFERENCES

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VIII. APPENDIX

APPENDIX I

Marymount International School, Paris
Middle School Assessment and Homework Policy

I. Philosophy and Principles of Assessment

At Marymount International School, Paris, we believe that assessment is an integral component of the educational process, and that the primary goal of a balanced and consistent assessment program is to support and enhance student learning.

The development, selection, administration, use, and monitoring of assessments are guided by the following principles:
1. The primary purpose of assessment is to support, guide, improve, and motivate learning for all students.
2. Effective assessment measures the learner's achievement of clearly articulated learning outcomes as outlined in the Marymount curriculum.
3. Effective assessment is essential to high quality instruction.
4. Assessment should be designed to yield accurate information that clearly communicates student achievement of learning.
5. Effective assessment recognizes and involves students as the primary users of assessment data.
6. Assessment methods should be varied, valid, reliable, and consistent, and yield meaningful results.

II. Rationale

This document defines and articulates a fundamental belief system for classroom, programmatic, and institutional assessment practices. It sets forth six guiding principles of assessment (see above) that state what Marymount International School, Paris values in classroom assessment practices. It is important to note that this document is not intended as a "how to" manual. Rather, this document is intended as a foundation for ongoing divisional conversations regarding what these principles will look like in practice.

The purpose of the *Marymount International School, Paris Assessment Philosophy, Principles, and Practices Manual* is threefold:
1. To provide the Marymount community with an outline of current, research-based assessment principles
2. To stimulate a culture of balanced assessment at Marymount and provoke ongoing professional conversation on the topic of assessment
3. To provide Marymount with a consistent, balanced, and comprehensive school wide framework, philosophy and principles of quality assessment.

Quality assessment is always supportive of student learning.

Defining Assessment
At Marymount International School, Paris , the term **assessment** is defined as a dynamic process of gathering, evaluating, reporting, and utilizing learning feedback. Assessment involves the materials, practices, and procedures used to:

- Design and collect evidence of learning
- Evaluate learning and provide feedback to the learner
- Record, summarize and determine appropriate level of student achievement
- Report student achievement to various audiences

Evaluation is defined as the act of critiquing a student's performance on an assessment task.
Grading is defined as the act of considering an array of assessment data in order to make a professional judgment about a student's level of achievement and assigning a mark, score, or other communicative representation.

At Marymount International School, Paris, we believe that assessment is an integral component of the learning process. The **primary purpose** of a balanced assessment program is to provide valid and accurate information to **support, enhance, and communicate student learning**. With the aid of sound assessment practice and tools, various stakeholders will respond to assessment data and use it formatively to deepen and improve student learning. The **primary responses** to assessment data are those made by the student and teacher. Feedback is at the heart of the learning process. However, assessment results and data are also important to other stakeholders within the school community.

Secondary and tertiary responses based on assessment results are made by administrators, the Board, curriculum leaders, or admissions personnel.

Effective Assessment
- **Allows Students to:**
  - Demonstrate what they know, understand, or can perform
  - Measure their achievement of learning outcomes
  - Build motivation, confidence and self-efficacy
  - Self-reflect and self assess to understand their own learning and plan future learning goals
  - Demonstrate their learning through a variety of assessment methods that recognize different learning styles
- **Allows Teachers to:**
  - Evaluate progress of learning and understanding
  - Build a profile of the student's learning and understanding
  - Summarize learning data as a report of student learning
  - Evaluate learning data in order to inform and adapt instruction design
  - Evaluate learning data to monitor curriculum and assessment practices
  - Use assessment to increase student motivation to learn
- **Allows Parents and Community Members to:**
  - Engage as partners in supporting and encouraging the learning process
  - Receive accurate information on a student's learning progress
  - Obtain accurate information about their child's strengths and areas in need of support
  - Use learning progress to assist in planning for their child's future, both immediate and long term (academic programs, enrollment, university, etc.)
- **Allows Curriculum Leaders to:**
  - Use data to evaluate the school's curricular, assessment, and instructional program
  - Address professional development needs for teachers

III. Purposes of Assessment

Allows School Administration to:
- Evaluate data to make admissions placement decisions
- Make informed school programmatic and procedural decisions
- Assess areas of the school's strengths and/or weakness
- Make informed decisions regarding the allocation of funds and resources
- Use student achievement data to assist in the marketing of the school
- Reference baseline assessment data for comparisons to other benchmark schools

Provides Other Schools with:
- Data necessary for admissions and grade/course placement decisions
- The information to place students appropriately within a learning continuum
- Information for comparison

IV. Essential Conditions
A balanced and consistent assessment program will be realized only with support and proactive leadership from the administrators, teachers, and parents of Marymount International School, Paris and by recognizing the following points as essential conditions in accomplishing best practices in assessment at Marymount International School, Paris :
- All educators – teachers, counselors, and administrators – are assessment literate (familiar with the contents of all parts of the Marymount Assessment Philosophy, supporting documents and referenced materials)
- Content standards and curriculum resources are clearly documented and reviewed through a dynamic curricular review cycle
- Student-centered approaches to learning and assessment are used in classrooms and programs
- Educators are provided with formal opportunities to self-reflect on the quality and effectiveness of their assessment practices
- An online data management system facilitates the collection, reporting, and analysis of assessment information
- Ongoing financial support and time are available for sustained professional development around assessment
- Procedures supporting the assessment culture are developed, revised, and adopted in classroom, divisional, and school wide documents
- New reporting systems that facilitate the separate reporting of academic achievement data from non-achievement data (e.g. Learner Profile, FALCONS) are used
- Divisions create and implement new and alternative student behavior accountability systems

V. Essential Assessment Practices
A balanced and consistent assessment program will be realized through the following practices:
A. Designing Assessment – planning, organizing, and communicating
  <u>Teachers select or design:</u>
- Assessment tools that directly measure instructionally relevant learning outcomes as defined by the Marymount International School, Paris

curriculum
- Assessment tools that provide the "best" evidence of the standards and learning outcomes being assessed
- Assessment methods that are varied and recognize a variety of learning styles
- Assessment tools that minimize, if not eliminate, sources of bias or distortion that can lead to inaccurate assessment information
- Assessment tools for use during instructional planning and use the results of these formative assessment tools to guide instruction
- Assessment plans that achieve a balance between formative assessment (for learning) and summative assessment (of learning)

- Teachers provide students and parent a written overview of assessment and grading during the first weeks of the school year, trimester, or semester.
–Teachers provide students with clear learning targets, assessment criteria, and methods used for determining grades prior to learning and/or assessment.
–Teams of teachers moderate the results of common assessments.

B. Formative Assessment – collecting and interpreting feedback
<u>Teachers provide:</u>
- Students with multiple and varied opportunities to display their learning
- Learners with frequent, timely, and specific feedback
- There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. We know of no other way of raising standards for which such a strong prima facie case can be made. (Black & William, 1998)
- Feedback that indicates next steps toward closing the gap between current and desired performance
- Feedback that is meaningful and age-appropriate to the student
- Quality feedback that
    o clarifies the expectations for good performance
    o facilitates the development of self-assessment (reflection) in learning and
    o encourages the learners' sense of self-efficacy and beliefs about learning
– Teachers regularly use the results of both formative and summative assessments (internal or external) to inform and guide instructional decisions.

C. Summative Assessment, Grading, and Reporting Essential Practices:
– Summative assessment occurs at the conclusion of a period of learning and is preceded by instruction, student practice, and formative feedback.
– Summative assessments will be aligned with our standards and benchmarks.
– In determining a student's final academic grade, consider other measures of central tendency and use professional judgment based on assessment data.
– The calculation of the mean score of a series of assessment data is not always the most accurate method of determining a student's academic achievement.
– In summarizing assessment data to determine a final grade, consider the most recent and most consistent level of student learning and achievement of standards or benchmarks.
– Final academic grades are a reflection of a student's achievement of our standards and benchmarks. Non-academic factors such as behaviors and attitude should not be included in the final academic achievement grade but

should be reported separately and distinctly.
– Behaviors and dispositions such as tardiness, submitting late work, effort, cheating, participation, and attitude will be reported separately from an academic grade.
– In the midst of a period of learning, use symbols rather than assign zeros when assessment evidence is missing or incomplete

- Symbols could be "I = incomplete" or "IE = insufficient evidence"
- Divisions will decide how to report incomplete work at the end of a semester or trimester. For example, should an "I", at the end of a semester or trimester, remain an "I" or turn into an "F" or N.G.?

– Final grades will be derived from accurate assessment information, gathered through a variety of assessment methods that are appropriate and relevant to the learning outcome, standards and benchmarks.
– Reporting symbols (letter, numbers, percentages) will be defined to all stakeholders.
– Summative assessment results will be communicated to the learner in a timely and clear manner.

VI. Common Assessments

Marymount will conduct and moderate common assessments within its balanced assessment system.

Common assessments represent a critical component in determining whether all students are acquiring the intended knowledge, skills, and dispositions of a particular course, grade level, or targeted skill set. Common assessments, sometimes referred to as Cornerstone Assessments, serve as an important tool for monitoring the progression of learning, articulating the learning standards, and providing data for instructional and programmatic improvement.

It is expected that the evaluation criteria for cornerstone or common assessments will be consistent across courses or grade levels. While these criteria for evaluation are consistent, the assessment products may be differentiated to address the learning styles, interests, and readiness of students. Marymount expects that teams moderate these cornerstone assessments in a timely and ongoing fashion that best informs both instructional and programmatic adaptations.

Common assessments are designed to:
Ensure a common learning experience in courses with different teachers

- Recommend alternative means for students to demonstrate their learning without penalty for prior difficulty
- Provide systemic interventions to ensure students are supported in their learning
- Provide programmatic information regarding students who are or are not meeting the intended learning outcomes (standards and benchmarks)
- Allow teachers the autonomy and creativity to teach the curriculum while ensuring a common learning experience among students

VII. Glossary of Key Assessment Terms

Achievement: The demonstration of student performance and learning measured against established criteria and standards.

Assessment: Assessment is a process of learning feedback, designed to modify instruction, communicate the attainment of the learning target, and enhance learning. Assessment includes all the materials, practices, and procedures used to:
1. Collect evidence of learning
2. Evaluate learning and provide feedback to the learner
3. Summarize, interpret and record learning data
4. Report and communicate to appropriate stakeholders

Assessment of learning: A summary of learning at the end of an instructional period. It culminates with a final judgment on the level of achievement at a fixed point in time.

Assessment for learning: Descriptive feedback that provides teachers and learners with information to determine next steps in advancing student learning.

Assessment literacy: The possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, and familiarity with standards of quality in assessment. Assessment literacy also refers to the ability to interpret and appropriately disaggregate assessment data.

Authentic assessment: A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Balanced assessment: A classroom assessment plan that balances summative and formative assessment and also includes a variety of assessment methods.

Central tendency: Statistical term that is used to measure assessment data with either the mean (average), median (set of data in the middle), or mode (piece of data occurring the most frequently).

Common assessment: Any task or tool designed to examine essential learning beyond a single classroom. These assessments provide data on student learning of common standards across grade levels, subject areas or classrooms.

Cornerstone assessment: Assessment designed to focus the curriculum on important, recurring tasks. This type of assessment requires an applied understanding, and provides evidence of authentic learning and accomplishments.

Criterion referenced: Assessment of students' success in meeting stated objectives, learning outcomes, standards or expectations.

Curriculum alignment: The degree to which a curriculum's scope and sequence matches a testing program's evaluation measures, thus ensuring that teachers will use successful completion of the test as a goal of classroom instruction.

Diagnostic assessment: Assessment usually carried out prior to instruction that is designed to determine a student's attitude, skills, or knowledge to identify specific student needs.

Disaggregate data: To systematically separate data into different components. Test scores can be separated by categories such as race, economics, etc

Evaluating: The act of critiquing and judging a student's display of learning on an assessment task.

External assessment: Refers to assessments that are external to the school or classroom; standardized assessments generated by an external educational source. Examples include: IB, AP, IGCSE, SAT, P SAT, ITBS, ERB, PISA, and MAP.

Formative assessment (see Assessment for Learning): Observations which allow one to determine the degree to which students know or are able to do a given

learning task, and which identify the parts of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning. **(Non graded maybe scored or marked) – to be considered**

Grade: A summarizing symbol that communicates a student's degree of learning, understanding, knowledge or skill acquisition as defined by the Standards and Benchmarks.

Grading: The process of evaluating or judging or placing value on student learning and reporting student achievement in some universally understood way.

Learning period: A period of learning that culminates in some form of summative assessment. A learning period could be a single lesson, a unit, a chapter, a quarter or semester.

Learning outcome (learning target):
Learning outcomes are statements that describe significant and essential learning that learners will achieve, and can reliably demonstrate at the end of a learning period. The Marymount Standards and Benchmarks represent a series of learning outcomes.

Mark: The "score" given on any single test or performance.

Moderation: The processes where by teachers, using common assessments or evaluative tools, discuss and analyze the students' responses to instruction and/or the effectiveness of the assessment tool.

Norm-referenced criteria: Used in standardized tests to compare individuals to the larger population. Students are often ranked in a percentile to their peers.

Reliability: An indication of the consistency of scores across evaluators or over time.

Reporting: The process of communicating learners' progress toward the learning target(s) to a diverse group including the teacher, the student, parents, administrators, other schools and colleges.

Rubric: Specific sets of criteria that clearly define for both student and teacher the range of acceptable and unacceptable performance and learning. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels that describe a continuum of products and performances from exemplary to unacceptable or needing improvement.

Stakeholders: The broader educational community, including students, teachers, administrators, parents, Board members, alumni, and community members concerned with the school's affairs.

Student centered: A flexible teaching style that is student led and adapted to meet individual student needs. The learner is given increased responsibility for his/her learning.

Summative assessment (see Assessment of Learning): Assessment used to judge and communicate the attainment of a learning outcome at the end of the learning period.
Evaluation at the conclusion of a learning period used to judge student skills, understanding and knowledge.

Trans-disciplinary skill: A skill, understanding, or knowledge learning outcome that is shared by multiple disciplines or subject matters. (e.g., research skills, global-minded, writing skills).

Validity: The degree to which an assessment strategy measures what it is intended to measure.

VIII. Standards for Teacher Competence in Educational Assessment of Students

A, Standards for teacher competence

In a balanced assessment system whose primary goal is to support and enhance student learning:

Policy/Handbook Marymount Performance Evaluation Benchmarks

Teachers should be skilled in choosing a variety of assessment methods.

Standard B2: Defines learning expectations and provides timely evaluative feedback on student performance

Benchmarks:

1. Communicates learning expectations considering developmental needs
2. Provides timely feedback regarding student performance

Teachers should be skilled in developing a variety of assessment methods. Teachers should be skilled in administering, scoring, and interpreting the results of both externally produced and teacher produced assessment methods.

Standard B3: Uses appropriate assessment techniques to guide instruction

Benchmarks:

1. Communicates clearly assessment criteria to students
2. Monitors individual student and class progress
3. Uses the results of assessments to guide instruction
4. Guides all students in self-assessment

Standard B4: Uses appropriate assessment techniques to measure and report student learning

Benchmarks:

1. Utilizes multiple sources of information to assess students' learning
2. Assesses students using Marymount standards and benchmarks
3. Uses appropriate assessment tools
4. Uses appropriate assessment strategies for ESOL and AS students
5. Creates reports using multiple sources of information
6. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
7. Teachers should be skilled in communicating assessment results to students, parents, other audiences, and educators.
8. Celebrates achievement of student learning goals
9. Maintains accurate documentation

IX. Assessment Competencies for Educational Leaders

1. The leader understands and insists that all assessments of learning must meet quality standards and knows how to ensure that these standards are met in all assessments.
2. The leader knows the principles of assessment for learning and works with faculty to integrate them into classroom instruction.
3. The leader can accurately evaluate the alignment of learning targets and assessment tools.
4. The leader knows and can evaluate teachers' classroom assessment competencies and assist them to continuously improve.
5. The leader can plan, present, or secure professional development activities that contribute to the use of sound practices.
6. The leader accurately analyzes assessment information, including examination of student work, uses the information to improve curriculum and instruction, and assists teachers in doing the same.
7. The leader can develop and implement sound assessment and assessment-

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related policies.

8. The leader creates the conditions necessary for the appropriate use and reporting of student achievement information, and can communicate effectively with all members of the school community about student assessment results and their relationship to improving curriculum and instruction.

9. The leader can put into place a sound and balanced student assessment system.

10. The leader can identify and address the issues related to the unethical and inappropriate use of student assessment and protects students and staff from such misuse.

X. DIVISION REPORTING SYSTEM GRADING SCHEME
Types of Assessment Reporting at Marymount

At Marymount International School, Paris , the following methods of reporting student learning are used:

- Conferences, student-led or parent–teacher conferences
- Progress reports
- Mid-semester/trimester reports (twice a year)
- Final semester/trimester reports (twice a year)
- Edline (parent and student)
- Student portfolios
- Email correspondence
- Phone calls
- Parent coffees
- Letters of reference
- Newsletters/blogs

XI. Assessment Inventory - External Assessments References

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Resources
- Rubrics Kathy Schrock's Guide for Educators
  http://school.discoveryeducation.com/schrockguide/assess.html
- Rubistar 4 Teachers http://rubistar.4teachers.org
- Technology www.teach-nology.com/web_tools/rubrics/
- Rubrics 4 Teachers www.rubrics4teachers.com/
- Assessing Projects
  http://www97.intel.com/en/AssessingProjects/AssessmentStrategies/DemonstratingUnderstanding/ ap_rubrics_scoring_guides2.html Sample Tasks
- Exemplars: Standards Based Assessment www.exemplars.com/product/html
- Leadership and Learning Center www.leadandlearn.com
- CCA Curriculum Bank Sample Units www.relearning.org/Bank/index.html
- NW Regional Edu. Laboratory Assess models www.nwrel.org/assessment/
- Authentic Assessment in Mathematics
  www.forum.swarthmore.edu/sum94/project2.htlm
- Questar Assessment Inc: Assessment in Science www.questarai.com
- PALS-Performance Assess Links in Science: www.pals.sri.com/
- pH Factor: sample science tasks www.miamisci.org/ph/default.html
- Standards based reporting
- Marlborough public schools explains standards for parents/guardians
  www.marlborough.k12.ma.us/K-5standardsguide.html
- Standards based progress reporting / compared with traditional
  www.travisusd.k12.ca.us/travisusd/tusd/Administration/Departments/Educational_Services/ SBPR/index.asp
- Narragansett explains standards based classroom
  www.narragansett.k12.ri.us/NES/StandardsReportCard.html
- Newspaper article explaining to parents
  www.mathforum.org/epigone/ncsm.members/plenstoisnel
- Contra Costa Explains standards reporting; Includes protocol
  www.wccusd.k12.ca.us/professionaldevelopment/Parentsguide.html
- Collegial Learning Assessment
  http://www.cae.org/content/pdf/CWRA_0607_Report_Your%20High%20School.pdf

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