THE ROCK SCHOOL
A Foundation *for* Flourishing

ASSESSMENT POLICY

The Rock School Vision Statement

The vision of The Rock School is to make disciples of Jesus who possess the knowledge, skills, and attitudes to courageously cooperate with God in the work of redeeming the world.

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.

Philosophy Of Assessment (Why?)

The Rock School seeks to empower every disciple to develop and grow in a community of learners that emphasizes the interplay between learning and assessment. Through the assessment of knowledge, skills, and attitudes this partnership of learning involves courageously participating in the creation of a culture of continued growth, collaboration, and accountability. This means that The Rock School staff, parents, and students work together to set goals, evaluate the results, and continually improve.

Principles Of Assessment (What Is It For?)

The question this document hopes to answer is "How will we know what students have learned?" In unpacking the ideas behind assessment, we'll consider three different ways it can be used.

1. 'Assessment of learning' will focus on the student's achievement of specific learning outcomes.
2. 'Assessment for learning' will provide regular, informal feedback during the learning process so findings can become opportunities to further their learning and growth.
3. 'Assessment as learning' will give opportunities for the students to self-assess and assess with peers against clear criteria.

How do stakeholders engage with assessments?

Admin + Program Coordinators

- Cultivate a community-wide culture that is committed to deeper learning.
- Administer nationally standardized assessments (NWEA MAP, IB DP, etc.).
- Monitor assessment policies and how they're put into practice and revise as needed using feedback from all stakeholders.
- Provide time for instructors to read and learn the assessment policy and ask questions.
- Use assessment data from multiple sources to evaluate the effectiveness of the program (pacing, strategies, resources).
- Ensure instructors and students are being provided with a variety of assessment methods across grade levels and departments (including training).
- Create an assessment timetable and calendar (internal assessment schedule) that provides notice for instructors, students, and parents.
- Provide time for instructors to plan, collaborate, and review assessment data.
- Work with instructors to review and revise curriculum when appropriate.
- Solicit, review and act on feedback from stakeholders concerning the outworkings of the assessment policy.

Instructors

- Cultivate a classroom culture that views assessment as a means rather than an end.
- Use assessment data to guide classroom work and plan future lessons.
  - Consider reteaching if overall mastery is less than 80%.
- Provide timely, thoughtful feedback on assessed work, whether it is marked in the gradebook or not.
- Design assessments that are clearly aligned to learning outcomes and communicate with students those expectations.
- Use a variety of assessment tools and methods.
- Provide clear rubrics that can be used to assess work based on specific criteria.
- Provide multiple opportunities for formative assessment, feedback and reflection before summatively assessing content knowledge, skills or attitudes.
- Use assessment data to provide feedback to coordinators on the effectiveness of curricular tools.
- Collaborate with colleagues to create discipline-specific assessments.
- Post assignment details and deadlines on the school's Learning Management Platform.
- Update grades regularly on the school's online reporting system.
  - Reports of learning progress are sent home to parents twice a semester at which time grades should be up to date.
- Communicate with colleagues and students about the timing of major assignments and assessments to avoid periods of unreasonable workloads.
- Provide accommodations to students with documented service plans.
- Incorporate choice and multiple modalities for students to show mastery.
- Use IB specific grading methods when required.
- Clarify, model, and encourage academic honesty.

- Provide opportunities for student assessments to make meaningful real-world connections and products.

Students

- Be an active participant in learning engagements.
- Value assessments and feedback for learning regardless whether scores are entered in the gradebook.
- Review rubrics before beginning assignments, refer to them as assignments are being completed and before final submission to be sure work aligns with the given criteria. After feedback is given, review rubric to celebrate growth and set goals for improvement.
- Be open-minded to engage with new learning modalities.
- Recognize that instructors assess in any of three categories: content knowledge, skills and attitudes.
- Practice self-advocacy in areas of needed improvement.
- Stay up to date with grades on the school's online reporting system.
- Practice academic honesty when completing assessments.
- Make steady progress on major assignments, including communicating progress to instructors, rather than leaving them to the night before they are due.
- Actively engage with the work through reflecting on questions including;
  - Is there anything that needs to be practised that will make you feel more confident about the current learning?
  - Is there anything you find particularly interesting that you would like to spend more time on?
  - Is there anything you need to prepare to be able to continue to learn the next class period?
  - What have you learned today? Bring any questions or new ideas to the next class.
- Recognize and act upon assessment opportunities to produce solutions for real-world problems that benefit real people.

Parents (Legal Guardians)

- Cultivate a culture of ongoing learning at home by asking questions such as…
  - How can I help you practice that will make you feel more confident in your current learning?
  - What are you finding particularly interesting in your classes?
  - Are there any resources you need to be prepared for class?
  - What are you currently learning in each of your classes?
- Prompt students (your child) to reflect on their work and use feedback to grow.
- Be their (your child's) advocate for support in younger years and encourage self-advocacy in older years.
- Stay up to date with the student's (your child's) grades with the school's online reporting system.
- Work directly with instructors, specialists and/or administrators to support the student's (your child's) learning.

Practices Of Assessment (How?)

Whole School

- **Formative:** Represents the regular process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. *Assessment for learning, assessment as learning.*

  - Aligned to objectives.
  - Departments work collaboratively to develop formative practices.
  - Can be entered in the gradebook.
    - Formal Formatives - Only work that has been evaluated by criterion-based rubrics will be entered into the gradebook.
    - Informal Formative - Completion based marks may be tracked for reflection and ATL reporting, but will not factor into final grade calculations.
  - Multiple times throughout a unit.
    - Formal - At least one before summative assessment of a given criterion.
    - Informal - Several throughout a unit.
  - A variety of formats are used.
    - Students have opportunities to show mastery in multiple ways (open-ended writing,labeling a diagram, oral, performative, etc.)
  - Everyone participates.
    - Self-assessment - Students evaluating their work or performance in accordance to criteria.
    - Peer-assessment - Students evaluating their peers based on criteria.
    - Assessment by instructor - The instructor uses formative assessment to plan future work, provide feedback for reflection and check students' understanding. This may include diagnostic assessments, exit tickets, homework, classwork, labs and quizzes.
  - Homework: Assigned to help students to help solidify their understanding. Instructors are cautioned to not use homework to ask students to finish tasks that were originally planned for class time as that kind of work requires teacher support.
    - Developmentally-appropriate
    - Expectations may increase in time and complexity with increasing grade level
    - Tasks should be straightforward and allow students to demonstrate their learning while supporting retention of information
    - Instructors should work with their colleagues to ensure a balance in homework expectations for each grade level

- **Summative:** Measurement of student performance against IB assessment criteria to judge levels of attainment. *Assessment of learning.*

  - Aligned to objectives.
    - Criterion-based rubric is provided to students in advance including a task-specific correlation with assessment criteria.

- Assessments should allow students to achieve the highest levels of the criterion rubric being used.
  - Are designed collaboratively with input from colleagues.
  - Must be entered in the gradebook.
    - Details for how each programme assigns grades in the gradebook is provided below.
  - At least three per semester.
  - A variety of formats are used, with emphasis on formats that align with IB assessments.
  - All of our assessments are criterion-related, valid, reliable, and bias-free.
  - Everyone reflects.
    - Self-reflection - Students reflecting on their work based on criteria as an opportunity for growth.
    - Peer-reflection - Students reflecting on the work of others to determine the merit of the work and articulate it tactfully.
    - Reflection by the instructor - The instructor reflects on their own grading practices and inconsistencies seeking out help from colleagues to support standardization of grades.

Assessment Policy Review

The IB Coordinators will work with groups of stakeholders to develop their understanding of the assessment policy.

IB Coordinators will train...	So they can support...	By...
Team Leads	Instructors	Professional Development sessions (at least 2 times per year)
Instructors and Student Advisors	Students	Regular professional development sessions and team meeting activities (at least 4 times per year)
School Administration (Headmaster, Principal, Dean, Director of Communication)	Parents	Providing handouts and presentations (at least 2 times per year)
Support Staff (Office Manager, Technology Managers, Athletic Director, etc.)	Any Stakeholder	Targeted training on how the policy will influence their positions (at least 1 time per year)

The policy will be posted on our school website and provided to families digitally when they register each school year.

Policy Review Cycle

The Assessment Policy will be reviewed and revised every other year by the IB Coordinators who will gather feedback from all stakeholders. All proposed changes will be brought before the Pedagogical Leadership Team for approval.

Connections Between Policies

Assessment & Inclusion

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as documented in the students' Service Plan. In the DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with IB Access and Inclusion policy requirements and is listed in the students' Service Plan.

Assessment & Language

At The Rock School accommodations on assessments (formative and summative) are made for all students for whom English is not their first language according to the students' Service Plan.

Assessment & Academic Honesty

At The Rock School, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage instructors to design assessments that lead students to produce original and authentic work.

DIPLOMA PROGRAMME

Assessment Grading in the DP

- Designed to model the formal assessment officially set by IBO.
- DP official Internal and External Assessment is undertaken by all Diploma Programme instructors according to the IB DP Handbook of Procedures.
- Some assessments in the IB Diploma are external, such as the official IB exams and are graded externally by IB examiners. Other assessments are internal, graded by the class teacher and sent to IB examiners for moderation.
- Grades are based on the assessment-specific rubric scores.
- Mastery grades are based on the DP Grade Descriptors below as an overall indicator of success in the course.
- All students, no matter their pathway, will take the IB course assessments.

DP Grade Descriptors (Adapted from IB DP Grade Descriptors)		Junior Year 2023-2024	Senior Year 2024-2025
Number	**Grade descriptor**		
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking. The student produces work of high quality.	A	A
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking.	A	A
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking	A	B
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.	B	C
3	Limited achievement of most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.	C	D
2	Very limited achievement in terms of objectives. The student has	D	D

	difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.		
1	Minimal achievement in terms of the objectives.	F	F
N/A	Not yet assessed.	F	F

Earning a High School Diploma at The Rock School as an IB Course Candidate

Students enrolled in the eleventh or twelfth grade will be earning a high school diploma may opt to earn a high school diploma without earning the full IB Diploma. Students will still be required to take IB coursework (including all assessments, internal and external). These students will be course candidates able to earn credit for each IB course they complete. In addition to academic coursework, students are also required to:

1. Complete Discipleship courses each year they attend
2. Complete the Theory of Knowledge (TOK) course
3. Complete the Creativity, Action & Service (CAS) project
4. Complete a piece of independent research in the format of the Extended Essay (EE) with modified word count and expectations – see The Rock School EE Handbook.

TRS Diploma Pathway – Summary of Requirements

COURSEWORK
Group 1 – Language & Literature
Group 2 – Language Acquisition *(optional)*
Group 3 – Individuals & Societies
Group 4 – Sciences
Algebra II / Math for College Readiness
Elective – Arts, Physical & Health Education
Discipleship ✅ + Creativity, Activity, Service ✅ + Theory of Knowledge ✅ + Extended Essay ✅ (modified word count)

Earning an IB Diploma at The Rock School

Students pursuing the distinction of the IB Diploma must meet all of the requirements for receiving a TRS High School diploma listed above in addition to meeting the minimum requirements outlined below.

Performance in each subject is graded on a scale of seven (7) points maximum to one (1) point minimum. The maximum total number of points a student can earn for his/her coursework is 42. Performance in Theory of Knowledge and Extended Essay are each graded on a scale of A (maximum) to E (minimum) (see below for the matrix) and awarded a maximum of three (3) points. Therefore, the maximum total DP points score is 45. However, a student needs only 24 points to earn the IB Diploma.

Theory of Knowledge and the Extended Essay use the following matrix from the IB:

		TOK				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
E E	Excellent A	3	3	2	2	Failing Condition
	Good B	3	2	2	1	
	Satisfactory C	2	2	1	0	
	Mediocre D	2	1	0	0	
	Elementary E	Failing Condition				

Award of the IB Diploma

All assessment components for each of the six subjects and the additional core Diploma requirements must be completed in order to qualify for the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" (no grade) awarded for Theory of Knowledge, Extended Essay, and/or for a subject.
- There is no grade E awarded for Theory of Knowledge and/or Extended Essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).

- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct.

Semester Grades and DP Scores

Grades a student receives on the TRS transcript for the semester are not the same as what a student receives as an IB final score in each subject area of the DP. Semester grades are based on the work a student does during the semester and do not take into account the DP exams (they are not available until after semester is over). Likewise, DP scores do not take into account semester grades but are derived from IAs (internal assessments) and EAs (external assessments) from the IB.

IB Diploma Pathway - Summary of Requirements

COURSEWORK	MAX POINTS
Group 1 - Language A: Language & Literature	7
Group 2 - Language B: Language Acquisition	7
Group 3 - Individuals & Societies	7
Group 4 - Sciences	7
Group 5 - Mathematics	7
Group 6 - Arts	7
Discipleship ✅ + CAS ✅ + Theory of Knowledge & Extended Essay	3

45 possible points / 24 required

Assessment Timelines

The assessment timeline in the DP can be referenced in the published assessment calendar.

Recording And Reporting

The DP Coordinator works with the student advisor and Director of Communications to record semester grades and predicted grades across the two years of the Diploma Program for each student. An analysis of predicted scores vs DP scores is also maintained by the DP Coordinator. All scores are additionally recorded on IBIS (the IB's grade recording system) and can be retrieved by the DP Coordinator. Summary DP results are provided yearly by the IB, are maintained by the DP Coordinator, and updated annually by the school for stakeholders to see. Additionally:

- TRS operates within a running gradebook in which evidence of learning is gathered throughout the semester in order to deliver a grade based on final skill achievement.
- All formative and summative assessments employ DP grading scales as defined in the DP course guides.
- Semester grades will be calculated on the IB 1-7 scale (starting in 2023-24 school year) based on evidence and teacher evaluation. Only after IB calculations are grades then converted into a letter grade for American-style transcripts.
- Grades are viewable on Schoology as well as emailed report cards.

The DP Coordinator works with the student advisor and Director of Communications to record semester grades and predicted grades across the two years of the Diploma Program for each student. An analysis of predicted scores vs DP scores is also maintained by the DP Coordinator. All scores are additionally recorded on IBIS (the IB's grade recording system) and can be retrieved by the DP Coordinator.

MIDDLE YEARS PROGRAMME

Assessment Grading in the MYP

MYP assessment is continuous with each criterion being summatively assessed at least twice per year per subject area according to the correlating IB subject guides (see chart below). All MYP criteria are equally weighted.

CRITERION	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in the real world
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Planning	Applying Skills	Reflecting	—

Each subject guide has specific criterion-based rubrics for Years 1, 3, 5.
- Courses in Year 2 will use the Year 3 rubric.
- Courses in Year 4 will use the Year 5 rubric.

Before each criterion is summatively assessed, it is formatively assessed with opportunities for students to receive feedback and improve. The 1-8 grading scale below is used to score each individual assessment. A student is scored within one of four markbands that are identified with qualitative descriptions - Limited, Foundational, Comprehensive, Sophisticated. The final numerical score within the markband is chosen based on the strength of evidence.

MARKBAND	DESCRIPTION
Limited 1 - 2	The student has shown evidence of *limited* or *minimal* achievement of the assessment's learning objectives.
Foundational 3 - 4	The student has shown evidence of *foundational* or *adequate* achievement of the assessment's learning objectives.
Comprehensive 5 - 6	The student has shown evidence of *comprehensive* or *substantial* achievement of the assessment's learning objectives.
Sophisticated 7 - 8	The student has shown evidence of *sophisticated* or *advanced* achievement of the assessment's learning objectives and their broader implications.

Reporting/Recording
- In order to record summative assessment grades as outlined above, the [MYP grade conversion chart](#) is used.
- Reporting and recording of MYP grades is done through the LMS platform, Schoology. The transition to MYP grading is shown below.
  - **24-25:** *MYP grading: All courses recording and reporting using LMS*
  - **23-24:** *MYP grading: 1-8 grading evident in Design, PHE, Dance and Theatre on Schoology, as well as, all summative assessment grades recorded and reported to students via rubrics and Schoology.*
  - **22-23:** *MYP grading: 1-8 grading evident in Design class only on Schoology, but all MYP teachers using MYP grading scale for summatives in IB units.*

Course Grading in the MYP

At the end of the course, teachers determine the final level of achievement and report this as an overall grade. To do this, teachers add the student's final achievement levels for each criteria and use the grade boundaries chart below to determine the overall grade for the course.

MYP Grade Descriptors (From Principles into Practice 2014/2015)			
Grade	*Local Grade*	*Boundary Guidelines*	*Descriptor*
7	A	28-32	Produces high-quality, **frequently** innovative work. Communicates **comprehensive, nuanced** understanding of concepts and contexts. **Consistently** demonstrates sophisticated critical and creative thinking. **Frequently** transfers knowledge and skills with **independence** and expertise in a **variety of complex** classroom and real-world situations.
6	A	24-27	Produces high-quality, **occasionally** innovative work. Communicates **extensive** understanding of concepts and contexts. Demonstrates critical and creative thinking, **frequently** with

			sophistication. Uses knowledge and skills in **familiar** and **unfamiliar** classroom and real- world situations, **often with independence.**
5	A	19-23	Produces **generally** high-quality work. Communicates **secure** understanding of concepts and contexts. Demonstrates critical and creative thinking, **sometimes** with sophistication. Uses knowledge and skills in **familiar** classroom and real-world situations and, **with support**, some **unfamiliar** real-world situations.
4	B	15-18	Produces **good-quality** work. Communicates **basic** understanding of **most** concepts and contexts with **few** misunderstandings and **minor** gaps. **Often** demonstrates basic critical and creative thinking. Uses knowledge and skills with **some** flexibility in familiar classroom situations, but **requires support** in unfamiliar situations.
3	C	10-14	Produces work of an **acceptable** quality. Communicates **basic** understanding of many concepts and contexts, with occasionally **significant** misunderstandings or gaps. **Begins** to demonstrate some **basic** critical and creative thinking. Is **often** inflexible in the use of knowledge and skills, **requiring support** even in familiar classroom situations.
2	D	6-9	Produces work of **limited** quality. Expresses misunderstandings or **significant** gaps in understanding for **many** concepts and contexts. **Infrequently** demonstrates critical or creative thinking. **Generally** inflexible in the use of knowledge and skills, **infrequently** applying knowledge and skills.
1	F	1-5	Produces work of **very limited** quality. Conveys **many** significant misunderstandings or **lacks** understanding of **most** concepts and contexts. **Very rarely** demonstrates critical or creative thinking. **Very inflexible**, **rarely** using knowledge or skills.

Reporting/Recording

Students receive a MYP criteria-based report card at the end of each course that communicates levels of achievement based on the MYP grading scale.

Internal Standardization

Developing consistent marking practices on assessments within a subject area is crucial to the IB. In order to ensure reliable marking, teachers follow a specific protocol (outlined here, Internal Standardization) each semester to ensure consistent grading practices across the grade levels and subject areas.

Personal Project

The Personal Project will be assessed using the Personal Project criteria during the 10th grade year. This overall grade is reported on the final report card based on the grade descriptors chart below. This score will not affect their overall grade point average.

MYP Personal Project Grade Descriptors (Personal Project Guide 2021)		
Grade	Local Grade	Descriptor
7	A	Produces a **high-quality** report that demonstrates a **thorough** process. Communicates **comprehensive, nuanced** understanding of the process of learning independently through all stages of the cycle of inquiry. **Consistently** demonstrates sophisticated critical thinking. **Successfully** transfers knowledge and approaches to learning skills into the project **with independence.**
6	A	Produces a **high-quality** report that demonstrates a **thorough** process. Communicates **extensive** understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, **frequently** with sophistication. Transfers knowledge and approaches to learning skills into the project.
5	A	Produces a **generally** high-quality report that demonstrates a **thorough** process. Communicates **good** understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, **sometimes** with sophistication. **Usually** transfers knowledge and approaches to learning skills into the project.
4	B	Produces a **good-quality** report. Communicates **basic** understanding of the process of learning independently through all stages of the cycle of inquiry. **Often** demonstrates critical thinking. Transfers **some** knowledge and **some** approaches to learning skills into the project.
3	C	Produces an **acceptable** report. Communicates **basic** understanding of the process of learning independently through the project. **Begins** to demonstrate **some basic** critical thinking. **Begins** to transfer knowledge and approaches to learning skills into the project.
2	D	Produces a report of **limited** quality. Communicates **limited** understanding of the process of learning independently. Demonstrates **limited** evidence of critical thinking. **Limited** evidence of transfer of knowledge or approaches to learning skills into the project.

1	F	Produces work of a **very limited** quality. Conveys **many misunderstandings** of the process of learning independently. **Very rarely** demonstrates critical thinking. **Very inflexible**, **rarely** shows evidence of knowledge or skills.

Resources

The documents listed below were studied and pertinent information was accessed for the policy.

- WRCA Example
- MVCS Example
- Mercyhurst Prep School
- Sample from DP LTL #1
- Sample from DP LTL #2
- Daystar
- International School of Hellerup
- Guidelines for developing...
- TRS Inclusion Policy
- TRS Language Policy
- TRS Academic Honesty Policy
- TRS Admissions Policy
- From Principles into Practice