



Assessment Policy: Green Valley High School

Philosophy:

Green Valley High School believes that the use of assessment is essential in understating what aspects of curriculum each student has proficiently accessed and has not been able to proficiently access. The single most important aim of assessment is that it should and encourage student learning at Green Valley High School. Assessments and their reliability cannot take priority over student learning.

Roles of Assessment:

Assessments play an important role for students, teachers, and schools. For students, assessment results can determine where there are still misunderstandings or a gap in one's learning. For teachers, assessment results can be used to determine the effectiveness of their teaching. These results might indicate where further teaching or re-teaching is necessary. Assessments are seen as a major tool for reinforcing the teaching of the curricular goals of the IB Diploma Programme--indeed, such assessment can only be valid if it adequately reflects these goals.

Formative Assessment:

This type of assessment is used throughout the learning process to determine the level at which students have acquired the necessary content or knowledge. Students use formative assessment to reflect on their own learning, and teachers use formative assessment to determine further learning needs for their students.

Summative Assessment:

This type of assessment focuses on the outcome of learning. At Green Valley High School, two summative assessments are mandatory for every student in every subject: the midterm exam and the final exam. The mid-term exam is administered at the end of the first semester, and the final exam is administered at the end of the second semester.

Internal Assessments:

These types of assessments refer to ones that are evaluated by classroom teachers. They are often teacher-generated and teacher-evaluated. Additionally, the teacher is the one who establishes the evaluation criteria for the assessment, based on the goals of the particular course and/or programme. These assessments can be used to determine proficiency of content, or they can be used to determine whether or not additional teaching is necessary.

External Assessments:

These types of assessments are not evaluated by our licensed teachers. They may include assessments such as the EOC, ACT, SAT, PSAT, AP, and IB External Assessments. Although these assessments may be administered in the school setting, they are sent for external evaluation outside of the school.

Evaluation Criteria:

Depending on the type of assessment, external or internal, Green Valley High School believes that all assessment should be preceded by information regarding the evaluation criteria and assessment model(s). Whether this is generated by an outside source or a teacher, all students should be aware of the criteria against which they will be graded prior to being assessed. Although this can take on multiple forms, the most common form is that of a rubric and/or sample items that mimic the types of exercises the students will experience on the assessments.

Assessment Security:

At our school, every teacher and administrator must sign an assessment pamphlet in August of the school year. This pamphlet outlines proper assessment handling, assessment security procedures, and how to handle assessment irregularities.