

Wedgewood Park International School
Assessment Policy
Updated Fall 2023

Guiding Principles of Assessment at Wedgewood Park

At Wedgewood Park International School assessment is a key factor in the learning process. While assessments are used to determine and report out student mastery of content, they also support student learning by allowing all stakeholders the tools to monitor students' skills and abilities and provide an avenue for reflection and feedback in order to promote each student's individual development. At Wedgewood Park International School, quality assessment is defined by integration of the following components:

1. Formative Assessment

- a. Teachers use assessments to guide, inform and modify their instruction.
- b. Students are given multiple opportunities to practice new information/skills without being penalized on their grade.
- c. Effective Descriptive Feedback - Students receive specific and timely feedback on their classroom practice. They are taught how to identify misconceptions and employ the feedback on future assignments and assessments.

2. Authentic Assessment

- a. Students demonstrate what they know through independently applying the skills they have learned in a new situation.
- b. Students demonstrate their knowledge and understanding through a variety of methods in order to sample all of the students' strengths as demonstrated through the use of IB Criterion Rubrics. Our goal is to provide students with the opportunity to maximize their success.
- c. Through use of the International Baccalaureate Middle Years Programme (IB MYP) Areas of Interaction, students make connections between the learning content and real-world applications. They learn how to use their knowledge and abilities to effect change and/or solve problems in their community, nation and world.

3. Reflection and Self Assessment

- a. During each unit of study, students develop and monitor approaches to learning (ATL) skills through a pre and post unit reflection. An example of this is a [Geology pre and post unit reflection](#). These are the skills that are essential to being successful in all academic studies. Through self-assessment and reflection on these skills, students become knowledgeable of their individual strengths and weaknesses. Students then set personal goals to address their identified areas of need and develop a plan to monitor their own progress toward those goals.

4. Inquiry-Based Assessment

- a. Inquiry is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in the search for new understandings. Students take the lead on their learning development, choosing a path toward the learning outcome, then working collaboratively with the teacher to ensure the content was processed. Science example – In the 6th grade Science Unit *How does your garden grow?* students independently manipulate

variables and collect data on plant growth in order to understand the significant concept that small changes can have big effects.

5. Criterion-Related Assessment

- a. In the IB Middle Years Programme each subject group has set objectives that are related to assessment criteria of that subject group. Teachers work in subject groups to write units of work that allow students to master the Wisconsin Model Academic Subject Standards while also reaching the required IB Middle Years Programme subject specific objectives.
- b. Task specific criterion rubrics (based on subject's objectives) allow students to understand how their individual work will be assessed. Students discuss and evaluate assessment criteria and exemplar pieces of work throughout each unit of study so that they know what mastering the objective looks like.
- c. Subject criterion rubrics ensure students have opportunities to demonstrate advanced thinking through achieving the highest level of the descriptors.

6. Summative Assessment- Based on Evidence of Student Performance in relation to the Assessment Criteria

Determining Grades and Grading Scale

1. Evidence of student performance of the subject-specific IB Middle Years Programme assessment criteria and Wisconsin Model Academic Subject Standards is collected at the end of each unit of study and used to determine mark period grades for each subject.
2. The scale on page 4 shows the integration of the Milwaukee Public Schools Proficiency System and International Baccalaureate Middle Years Programme Subject Criteria Achievement Levels which are used for determining final grades. Grades reflect what the student knows and is able to do based on evidence of his/her performance. These grades are reported to parents on the report card which is sent home six times a year every six weeks (see page 5).
3. New evidence replaces old evidence, in a cycle of continuous improvement and monitoring. This ensures high levels of student engagement in learning and that the grade actually reports how well the student knows and performs the objectives/standards. The teacher may choose to exempt a piece of evidence if he/she believes the evidence does not accurately show what the student currently knows and/or is able to do due to extenuating circumstances. This focus on continuous improvement helps to build self efficacy in all students.
4. Additionally, student progress specific to each of the subject's own IB MYP assessment criteria is also reported to parents on the progress report which is sent home four times per year (see page 6).
5. Students with disabilities are assessed against the same subject specific rigorous assessment criteria; however their assessment task might be modified based on their individualized educational plan.

6. English Language Learners are assessed against the same subject specific rigorous assessment criteria; however their assessment task might be modified based on their WIDA assessment results and/or language needs.

Scale

Students at Wedgewood Park International School are evaluated according to criteria set out in both Milwaukee Public Schools and in the International Baccalaureate Middle Years Programme Subject guidelines. The relation between the two and their relation to report card grades is set out below.

MPS Student Proficiency System (SPS) Proficiency Level	IB MYP Achievement Level 8 Pt. Scale	MPS Standards Based Report Card Grade	Report Card HS Equivalent Letter Grade
4 = Advanced <i>Performing above grade level</i>	8	AD	A
4 = Advanced <i>Performing above grade level</i>	7	AD	A
3 = Proficient <i>Performing at grade level</i>	6	PR	B
3 = Proficient <i>Performing at grade level</i>	5	PR	C
2 = Basic <i>Performing 1-2 yrs below grade level</i>	4	BA	D
2 = Basic <i>Performing 1-2 yrs below grade level</i>	3	BA	D
1 = Minimal <i>Performing more than 2 yrs below grade level</i>	2	MI	U
1 = Minimal <i>Performing more than 2 yrs below grade level</i>	1	MI	U
1 = Minimal <i>Performing more than 2 yrs below grade level</i>	0	0	U

Sample Report Card

Academic Performance Level for Proficiency Levels				
AD	PR	BA	MI	O
Advanced	Proficient	Basic	Minimal	No Evidence

Academic Performance Level for PBIS / WMELS			
4	3	2	1
Always/Exemplary	Usually	Sometimes	Seldom

The purpose of this report card is to communicate with parents and students about grade level standards. It identifies students' levels of progress with regard to those standards, areas of strength, and areas where additional time and effort are needed to meet expectations at this particular point in the school year.

	CONTINUUM	
<i>Term 2 Comments: Student is safe.</i> 07) EM371-5 ENGLISH 7 [TBD, 00]	Effort PR Criterion A: Analyzing PR Criterion C: Producing Text PR Respectful-cooperate, participate, obey school rules, use good language 4 Responsible-come prepared, punctual, high work ethic, ready to learn 3 Safe-proper use of school property, wise choices with self-control 3	
05) FM621-4 BEGINNING SPANISH 7 ANNUAL [TBD, 03] <i>Term 2 Comments: Student is demonstrating PROFICIENT (PR) classwork/understanding so far- good work. Student produces quality work. Effort is good.</i>	Effort AD PR Criterion B: Comprehending Written & Visual Text AD Criterion C: Communicating In Response To Spoken, Written & Visual Text PR Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. AD Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, rea AD Intercultural communication: Learners initiate conversation, understand, and respond to what is communicated, using culturally appropriate language and behavior in each context PR	

Sample Interim Progress Report

Grade Report:

Course	Task	T2
AR021-3 ARTS GR 7 [Curtiss, Margaret M]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Effort is good. Good work attitude exhibited.</i>		
EM371-5 ENGLISH 7 [TBD, 00]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting course expectations in this content area. Student is demonstrating PROFICIENT (PR) classwork/understanding so far-good work. Effort is good.</i>		
FM621-4 BEGINNING SPANISH 7 ANNUAL [TBD, 03]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Student is meeting course expectations in this content area. Student produces quality work.</i>		
HL071-5 HEALTH EDUCATION 7 [TBD, 01]	Interim Progress Report	X
<i>Term 2 Comments: Student is not meeting grade level expectations in this content area. Missing practice assignments are weakening evidence skills.</i>		
MS471-2 MATHEMATICS INTERVENTION 7 [Gielow, Michael R]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting course expectations in this content area. Student made improvements this mark period. Student produces quality work.</i>		
MS701-5 MATHEMATICS 7 [Akintunde, Babatunde O]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Good work attitude exhibited. Student shows respect for self and others.</i>		
MU301-2 BEGINNING CHORUS 6-7-8 [Heigl, Savannah M]	Interim Progress Report	X
<i>Term 2 Comments: Effort is good. Good work attitude exhibited. Student is meeting course expectations in this content area.</i>		
PE071-1 PHYSICAL EDUCATION GR 7 [McMaster, Rebecca C]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Student is demonstrating PROFICIENT (PR) classwork/understanding so far-good work. Effort is good. Student is a pleasure to have in class. Good work attitude exhibited.</i>		
SC071-5 SCIENCE 7 [TBD, 01]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Effort is good.</i>		
SS071-5 SOCIAL STUDIES 7 [TBD, 01]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Effort is good.</i>		
TF121-3 GATEWAY TO TECHNOLOGY (PLTW) [Krueger Safer, Elizabeth A]	Interim Progress Report	X
<i>Term 2 Comments: Student is meeting grade level expectations in this content area. Effort is good. Excellent class participation exhibited.</i>		

Parents/Guardian:

This is a Progress Report to inform you of your child's progress to date. No grades for content areas are given on this Progress Report.

External Assessments

As a Milwaukee Public School, our students must participate in local and state examinations. Most Wedgewood Park students participate in the following external examinations each school year:

Wisconsin Forward Exam

- state exam administered each March
- assesses students in reading and mathematics in 6th and 7th grade
- assesses students in reading, writing, mathematics, science and social studies in 8th grade
- assesses student mastery of the Wisconsin Model Academic Standards for each subject
- determines a summative subject proficiency score based on the Wisconsin Model Academic Standards for each subject
- scores are used to determine the effectiveness of a school as well as student promotion in the 8th grade

Milwaukee Public Schools Benchmark Assessment

- district examination administered to all 6th, 7th and 8th grade students three times per school year
- assesses student mastery of each sub-skill in reading and mathematics based on the Wisconsin Model Academic Standards in those areas
- scores are used by teachers to determine effectiveness of instruction and where further teaching is needed
- scores are used by students to set and monitor academic goals
- scores are used by the district to determine effectiveness of school improvement plan

Other external examinations include:

- Wisconsin Alternate Assessment for students with disabilities (WAA) – a yearly state performance task assessment based on grade-band standards, administered one-on-one in reading, mathematics and science.
- Assessing Comprehension and Communication in English for English Language Learners (ACCESS for ELL) – assesses students’ ability levels based on English language development standards set by the state.