



Assessment and Grading Policy

I. Purpose and definitions

- A. Channing Hall recognizes assessment as an essential tool for teachers and students. Teachers use assessment to drive planning and instruction in collaboration with their grade level teams. Students evaluate their academic progress and reflect on their strengths and needs
- B. Assessment is a practice that drives instruction and involves teachers, students and parents. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas that are in development. Information from assessment is used to identify learning targets and plan curriculum. Channing Hall strives to develop assessment tasks that are authentic, that is, they are summative, specific, criterion-related, varied, use of a range of measurement tools, and have real-world applications wherever possible. All participants in the process have opportunities to assess collaboratively through self-assessment, peer assessment, and teacher assessment. Teachers standardize for consistency across the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students.
- C. Definitions
 1. Formative assessment- On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.
 2. Summative assessment- Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts
 3. Standards- Channing Hall is a public K-8 charter school accredited by the Utah State Board of Education. Standards for instruction and assessment are adopted by the state board.
 4. Learning Management System- Grades 3-8 use Canvas post assignments and grades; Canvas is also utilized as a communication system for students, parents/guardians, and teachers with the intent of developing independent and responsible learners with the support of fully-informed parents/guardians.

5. Student Information System- Grades 1-2 use Aspire as the day-to-day assignment grade reporting system. Grades 1-8 use Aspire to communicate end-of-term progress reports; Kindergarten progress reports are skills-based and sent home via email.
6. Parent-teacher conferences- Conferences offer an opportunity to communicate information about student achievement.

D. Policy review and adoption

1. This policy shall be reviewed yearly by the IB Committee or similar group and approved by the Channing Hall Board. It will be posted on the school website.

II. PYP (Elementary) Practices

A. Standards-based grading

1. Channing Hall uses a standards-based grading system for K-5 students. These standards are set by the Utah State Board of Education.
2. All summative and some formative assignments are given a point value and graded.
3. Kindergarten grades are based on skill mastery and explained in detail on the Kindergarten report card.
4. Grade 1-5 end-of-term student progress, based on state standards, is based on the following scale:
 - 4- Above Standard/Grade Level
 - 3- At Standard
 - 2- Approaching Standard
 - 1- Below Standard

III. MYP (Secondary) Practices

A. Regarding IB MYP eAssessment

1. Channing Hall has elected to not participate in IB-level eAssessment.

B. Criterion-based grading

1. IB grading is not a traditional letter grade. Instead, students are awarded points (up to eight) for specific skills in eight subjects that are assessed throughout the term. The grade does not reflect an average score of the work they have done throughout the quarter, but rather a current placement on their progress as it relates to the assessment criteria for each subject.
2. The following are the eight subject areas and grading criteria upon which each MYP student will be evaluated:

ARTS	
Criteria	Description
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively

D	Responding
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DESIGN	
Criteria	Description
A	Inquiring and Analyzing
B	Developing Ideas
C	Creating the Solution
D	Evaluating

INDIVIDUALS & SOCIETIES	
Criteria	Description
A	Knowing and Understanding
B	Investigating
C	Communicating
D	Thinking Critically

LANGUAGE ACQUISITION	
Criteria	Description
A	Comprehending Spoken & Visual Text
B	Comprehending Written & Visual Text
C	Communicating in Response to Written & Visual Text
D	Using Language in Spoken & Written Form

LANGUAGE AND LITERATURE	
Criteria	Description
A	Analyzing
B	Organizing
C	Producing Text

D	Using Language
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MATHEMATICS	
Criteria	Description
A	Knowing and Understanding
B	Investigating Patterns
C	Communicating
D	Applying Math in Real-life Contexts

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PHYSICAL EDUCATION/HEALTH	
Criteria	Description
A	Knowing and Understanding
B	Planning for Performance
C	Applying and Performing
D	Reflecting and Improving

SCIENCES	
Criteria	Description
A	Knowing and Understanding
B	Inquiring and Designing
C	Processing and Evaluating
D	Reflecting on Impacts of Science

3. MYP in-class grading uses an eight-point scale. All summative and some formative assessments will be scored using rubrics out of performance in the relevant subject criterion using the scale below:

MYP Criteria Grading – In Class		
Descriptor	Grade	%
Exceeds Expectations	8	100
	7	96-99
Meets Expectations	6	90-95
	5	84-89
Approaching Expectations	4	75-83
	3	65-74
Falls Far Short of Expectations	2	59-64

	1	50-58
Incomplete	0	0-49

4. IB term report card grades are based on a seven-point scale. Grades will be sent to parents and students in quarterly progress reports. The letter equivalent posted below reflects a general equivalency to traditional letter grades for the sake of parental and interscholastic familiarity and understanding.

IB Report Card Marks		
IB Mark	A+B+C+D Criterion Total	Letter Equivalent
7	28-32	A
6	24-27	A
5	19-23	B
4	15-18	C
3	10-14	D
2	6-9	D-
1	1-5	D-
0	0/Incomplete	N/A

IV. Rights and Responsibilities of all members of the school community

A. Teachers

1. Plan with assessment as the focus of teaching and learning in their classroom
2. Value and promote assessment as an integral part of the learning process in the classroom with their students
3. Allow their students time to reflect on their own learning
4. Model the habit of reflection with students
5. Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom
6. Adapt teaching and learning environment to cater for all student learning styles
7. Provide students with the learning expectations or assessment criteria prior to a particular task
8. Identify the extent to which the learning expectations or assessment criteria are met by an individual student
9. Select from a wide range of assessment tools, reflecting student needs and skills
10. Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers, and parents
11. Communicate clearly and openly with students and parents about achievements, on-going progress, and future goals

B. Students

1. Participate meaningfully in assessing and evaluating their own learning
2. Become aware of their own strengths and weaknesses

3. Become aware of their own learning style
4. Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness
5. Share the outcomes of their learning with peers, teachers, and parents.
6. Contribute to the assessment process by selecting and reflecting the work put into their portfolios
7. Know what the expectations are for their work and behavior at school

C. Parents

1. Are informed about school-based expectations
2. Are involved with setting goals for and with their children
3. Value that their child is aware of their own strengths, weaknesses, learning styles, and preferences
4. Invited to provide information to the teacher regarding their child's on-going learning