



Assessment Policy

The purposes for assessment at Sutton Middle School and North Atlanta High School are to inform teaching and learning, to assist in planning for classes, to regulate assessment and teaching practice within the school, to monitor achievement and to determine final levels of achievement for students.

At the start of each course, teachers use diagnostic tools to determine the needs of the students. These assessments take many forms, from standard tests to interest inventories and writing samples. Bench-mark tests also inform the teachers' planning for instruction as the year moves forward. These tools allow teachers to meet individual and group goals. The results of these assessment instruments are examined by teachers as they meet to plan instruction and assignments.

As the teachers roll out their units of study, a great many forms of formative assessment are employed at the two schools. Observations, worksheets, interviews, portfolios, self and peer evaluation, demonstrations, checklists, essays, rubrics and many other forms of assessment help students and teachers understand student progress. Teachers plan formative assessments together. They plan for reteaching, reinforcement of learning, enrichment and curriculum compacting as needed. Classes are designed to allow for differentiation of instruction. Where special accommodations are required teachers receive assistance from certified special needs teachers. Forms of assessment can be altered for as needed. If assessment data indicates a need for individual instruction, any student's needs can be addressed. Teachers post a tutorial schedule to offer assistance. Where several teachers teach the same subject, students may attend tutorials with any of the teachers in the group. In the process of formative assessment, teachers employ the IB formative rubrics. The school has aligned them to state standards to streamline this process.

Formative assessments are uploaded to a website that allows for parents and students to check in on student progress. Teachers devise formulas that weight the various project grades and assessments according to the goals and objectives of the class. Teachers individually regulate grades for reteaching and adjust formative results to reflect progress. As learning advances, the recorded data changes to reflect improvement. Summative assessments are employed when teachers determine that time and effort are sufficient to show conclusive results on the objective of the unit. The scores for these summative tasks are recorded and shared with students and parents. At the conclusion of the course, whether it be a semester or a year long, a summative assessment is completed. The results of this assessment determine the students' success in the course. Where student achievement has improved over the length of the course,



their final grade is based on the students' best work toward the course objects. Student scores over the period of the course are examined in light of MYP rubrics and grade parameters for that course. Benefit of any doubt goes toward the students.

Final assessments and determinations of levels of achievement for completed courses are reported two ways. MYP assessments are based on the formative MYP rubrics and other indicators of progress toward the published objectives in the course. The Atlanta Public Schools require percentage grades. These are created using the same data as the IB grade after the MYP grade is determined. Grades are first adjusted to reflect review, and improved student outcomes based on reteaching of any missed objective, then an average is created based on weighted score. Both MYP and percentage grades are reflected on the final report cards. These are made available to parents and maintained on permanent record.





















