Assessment Policy
Sutton Middle School & North Atlanta High School

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, many forms of formative assessment are employed at the two schools. Observations, worksheets, interviews, portfolios, self and peer evaluation, demonstrations, checklists, essays, rubrics, reflections 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. Teachers employ the IB rubrics for formative as well as summative assessment. The school has aligned them to state standards to streamline this process.

Formative assessments are entered into the student information system so that parents and students are able to check on student progress toward mastery. Teachers devise formulas that weight the various project grades and assessments according to the goals and objectives of the class. After standardizing on achievement levels, teachers individually regulate their students' 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

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objective of the unit. The scores for these summative tasks are recorded and shared with students and parents via the student information system. At the conclusion of the course, whether it is a semester or a year long, a summative assessment is completed. The results of this assessment determines the student's 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 objectives. Student performance over the period of the course is examined employing the MYP rubrics and then an aligned percentage grade for that course is determined. 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 MYP rubrics and other indicators of progress toward the published objectives in the course. Atlanta Public Schools require percentage grades. These are created using the same data as the IB grade, after the MYP grade is determined. Both MYP and percentage grades are reflected on the semester and final report cards. These are made available to parents and maintained in a permanent record.

Students with learning support requirements will receive arrangements during assessments. A Student Support Team meets to determine the needs of each student and an assessment plan is written that applies to some or all courses the student takes. Student needs are also taken into consideration when planning a student's schedule so they can best demonstrate their strengths. For any student receiving services through special education or ESOL, a Special Education or ESOL Case Manager, or the Special Education Lead Teacher ensures that each subject area teacher is aware of student assessment plans and that the plans are in place at the start of each school year. Should students require inclusive assessment arrangements for IB required assessments, the coordinator will apply for these arrangements with the IB. The inclusive assessment arrangements for our students are carefully planned, evaluated and monitored throughout each student's time with our schools.

We are a public school and some courses that are offered in our schools require a state mandated End of Grade or End of Course Exam. These exams are weighted in the total average score of each student. Students who require access arrangements are given them during these tests as well. The scores from these exams are stored in the student information system

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designed to help teachers to reflect on improvements for the future students they teach as well as understand the needs of individual students. The state also mandates each sophomore and junior take the PSAT so that teachers, students, parents, and the district can use the data from the results to improve instruction and address specific student needs.

North Atlanta uses the data collected from the IB Diploma Programme assessments in multiple ways. The data is shared with the community and discussed in team meetings in order to inform instruction at the schools. Teachers work in teams using the data to make possible changes in their course of study plans as well. The district uses this data to plan for teacher allocation and possible funds for the IB Signature Program.