



QUEENS GATE ACADEMY

Private School from JK - Grade 8

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QGA Assessment Policy: Standardizations of Assessment

The Purpose of Standardization:

Standardization is the process by which teachers share their expectations and understanding of common criteria and standards with each other to improve the consistency of their decisions about student learning.

Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.

Standardization serves to ensure that teachers are accountable for accurate and consistent assessment of student work.

Standardization is one of the IB Standards and Practices of Assessment and is an essential component of the teaching and learning process.

- **IB Standard: Learning (04): Approaches to Assessment:** Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.

Objectives of the session were for faculty to:

- understand the subject area criteria, its strands and levels;
- promote consistency and build common understandings in subject area groups;
- apply a common interpretation of assessment criterion strands;
- understand that each command term has a common meaning;
- ensure cross-programme understanding & application of assessment criteria.

The Benefits of Standardization for Teachers:



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Making reliable and valid decisions across different points in the learning process is important, particularly when teachers teach common courses, publish learning updates and evaluations on student progress, or compare cohort data with historical information.

Standardization ensures that teachers make consistent grading decisions over time.

Consistent and secure standardization protocols used over time can prevent unreliability in grading in a number of ways:

- Applying the same standardized protocols ensures consistency across the Secondary Division
- Allowing the creation of sets of exemplars that can become external references used each year for benchmarking different levels of student achievement
- Using the exemplars for teaching purposes with the students
- Sharing the exemplars with new teachers so they can quickly acclimatize themselves to the teaching standards within the school.

Teachers change over time, but the standard and consistency of assessment must remain consistent if transcripts and school reports are to remain valid.

Internal Standardization:

Internal Standardization is the process by which the assessments of a teacher are quality assured by another colleague(s) from the same subject or course. It is the process where teachers share their understanding of grading criteria in order to improve the consistency of their assessments across classes and grade level. Internal standardization takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria of the International Baccalaureate MYP

There are two types of Internal Standardization:

Teacher to Teacher Standardization

- Teachers will arrange a face-to-face meeting to share a range of assessments that have been completed by their students.
- Copies of the work, devoid of comments and grades, will be brought to the standardization meeting by the teachers involved.
- The sample of assessments must be reflective of the grade ranges produced by the students during this assessment task.



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- The standardizing teachers will use the appropriate rubric to grade the assessment tasks previously graded by their colleagues, and compare grades. It is important that none of the moderators are aware of prior grades awarded during the standardization process or awarded by others participating in the standardization process.
- A discussion will then take place on the results of the standardization
- The entire process should transpire prior to the grades being published to students and formally documented.

Please note that if a course is delivered by a single teacher it is the expectation that the grading of assessments is still standardized according to the above protocols.

Student to Student Standardization:

Teachers empower students to grade their peers' work using the same process detailed above. Please note that Student to Student Standardization does not need to adhere to the final bullet point of Teacher to Teacher Standardization.

For student to student standardization to be successful, it is important that students are:

- taught how to use criteria referencing
- guided carefully through the criteria
- provided with the guidelines for a best fit approach to criteria
- coached on the use and definitions of wording used in the criteria descriptors

Student to Student Standardization is an important student-centered tool for learning. Teachers guide the standardization between students and help them to develop their understanding of the assessment criteria and expectations.

Student to Student Standardization has a direct, positive impact on teaching and learning as both teacher and student develop shared expectations and understanding of what quality work looks like and what criteria define it. Both students' and teachers' assessment capability can be powerfully enriched.

Standardization of Assessments:

Each course within a subject should aim to set two assessments for each unit of inquiry. Teachers will use the Teacher to Teacher Standardization method to internally standardize a minimum of three assessments per year, within each subject area. A minimum of three students High/Medium/Low (H/M/L) samples (for courses with more than three students)



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must be standardized per course, each year. Taking into consideration type of assessment, criteria, grade level and unit of inquiry.

Assessment for the Primary Years Programme (PYP):

The four components of PYP assessment are monitoring, documenting, measuring and reporting on learning. While each of these facets serves a distinct purpose, they are all intended to offer data that supports teaching and learning. Despite having different weights, each of the four evaluation aspects has a distinct significance and worth. The PYP decides to emphasize learning monitoring and documentation since these aspects are essential to giving the student useful feedback.

Monitoring:

Our primary method for obtaining data on learning progress in relation to the success criterion is monitoring. It happens every day using a range of techniques, including inquiry, reflection, peer and teacher discussion, and observation.

Documenting:

Documentation serves as proof of a student's educational journey and is disseminated to the school community as a way to make learning evident. Documenting learning objectives, inquiries, reflections, and proof of learning is done by both teachers and students.

At QGA we use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools and strategies which are:

Rubrics: a predetermined set of standards for grading students in every subject. The assessor will be instructed by the description of the outcomes on what qualities to look for in the learners' work and how to grade it on a preset scale.

Exemplars: are samples of student work that act as a hard benchmark for evaluating other samples.

Checklists: Lists of information, facts, attributes, and criteria that are either presented or met in the work that is being presented are called checklists.



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Anecdotal recordings: are short written notes based on learners' observations.

Continuums: are graphic depictions of learning phases of development. To demonstrate where students are in a process, they display an achievement progression. Example: Documents for scope and sequence.

Portfolios: They are more than just a compilation of students' assignments. It is a structured approach and instrument to document students' active engagement in the learning process. It gives us an accurate picture of how students develop and advance over time.

With the use of a portfolio, the student, instructor, peers, and parents will be able to recognize both their areas of strength and success as well as those that require improvement. Every student has a physical portfolio that they share with their parents at various points during the school year.

Observations: Our primary method of information collecting is observation. It is frequently utilized because it is quick, simple, and highly effective—especially when done on purpose. Continuous observation is conducted, which involves routinely recording anecdotes. There are two types, **incidental observations** which occur organically and **planned observations** which are pre-decided by both student and teacher.

Open-Ended Tasks: Using an incentive, students are asked to submit an original response in this assessment technique. The response will be appended to the various responses and may take the form of a sketch, chart, or display of unambiguous assessment criteria. Since they are free to provide a variety of answers, students can reply in ways that best fit their unique learning preferences.

Measuring:

Measuring is determined using the Growing Success Document which outlines learning for, as and of. The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations of the course.

A variety of assessment of and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback.



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Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- **PRODUCTS**
- **OBSERVATIONS**
- **CONVERSATIONS**

Reporting:

In accordance with Growing Success, teachers will use accommodations and modifications to support differentiation and student learning.

At QGA, reporting will:

- Involve teachers, parents, and students as partners.
- Consider the values held by the school community.
- Be thorough, truthful, equitable, and reliable.
- Ensure clarity and employ linguistic liaisons.

Permit educators to apply the knowledge they get from the reporting procedure to their future instruction.

Types of Reporting will include:

- Written Reports:
 - At the end of each semester, grades are forwarded to respective parent(s) /guardian(s) of the student(s).
 - Report cards are designed to highlight the extent to which we included the essential elements of the PYP curriculum.
 - Digital copies of individual report cards are sent to parents and kept on the school records.
- Parent-Teacher Conferences:
 - Meetings with individual teachers to discuss student performance and progress are scheduled by the end of the first semester after report cards are sent home.
 - Individual meetings by appointment at any time during the academic year to discuss urgent matters when needed.



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- Student-Led Conferences (SLCs): TBA
- At the end of all units of inquiry, students take responsibility for their learning and celebrate it through various models of conferences.
- Students have the chance to present samples of their work through group presentations or by individually going through their portfolios with their parents.

- Exhibition:
- “The Exhibition” is an extended unit of inquiry presented at the end of the final year of the PYP (6th grade – with the 5th grade participating in a minor version of the same project), it can be one of the six units of inquiry during the final year or may stand outside the programme of inquiry with a more flexible timeframe to support student inquiries and school contexts.

In accordance with the Ontario Curriculum standards presented in Growing Success, accommodations and modifications are provided in accordance with student learning needs.

Assessment for learning (formative assessment) involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, using a variety of tools; and
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning (formative assessment) actively involves student reflection on learning, monitoring of his/her own progress, and:

- supports students in critically analyzing learning related to curricular outcomes;
- is student-driven with teacher guidance; and
- occurs throughout the learning process.

Assessment of learning (summative assessment) involves teachers’ use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle using a variety of tools;



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- provides the foundation for discussions on placement or promotion. Evaluation compares assessment information against criteria based on curriculum outcomes for communicating to students, teachers, parents/caregivers, and others about student progress; and to make informed decisions about the teaching and learning process.

ACCOMMODATIONS:

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ***Environmental accommodations:*** such as preferential seating or special lighting or online considerations.
- ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.

ASSESSMENT TIMELINE PLAN FOR THE SCHOOL:

Queens Gate Academy has created an assessment document that will be used to help teachers and staff evaluate a specific educational program, student performance, and school initiative, with clear timelines, accountabilities, and expected outcomes for each action.

NOTE: Queens Gate Academy has previously had two examination periods during the months of November and June. These examination periods will slowly evolve into more IB-connected assessment weeks. QGA has already begun this process with the official assessment week in February where students create their own project modes based on their current transdisciplinary theme being discussed in their classes.



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- Timeline for semesters include a Fall, Winter and Spring semester break which provides space for teachers to provide official documented assessment – the Progress Report in November, the first official Report Card in March and the last in June.
- Each class will complete six transdisciplinary themes which will have at least one official assessment and evaluation determined by the following steps.

1. Define Scope and Objectives (Teachers will do this before providing different modes of assessment for their students)

- **Expected Outcome:** Clear understanding of the scope, assessment objectives, and focus areas (e.g., academic performance, student engagement, teaching methods).

2. Develop Assessment Criteria and Framework

- **Description:** Develop specific criteria and frameworks based on educational standards and desired outcomes (e.g., grade-level expectations, student behavior, curriculum goals).
- **Expected Outcome:** Well-defined assessment criteria that align with academic goals and measurable student outcomes.

3. Collect Data (Diagnostics, Observations, Triangulation, Evaluations)

- **Description:** Conduct data collection through student surveys, different forms of tests, teacher and student led assessments, and classroom observations.
- **Expected Outcome:** Accurate and relevant data collected from students will be used to provide meaningful feedback and

4. Analyze and Interpret Data

- **Description:** Analyze the data to identify trends, strengths, weaknesses, and gaps in student performance or program outcomes.
- **Expected Outcome:** Clear identification of patterns and insights that will drive decisions (e.g., areas needing improvement, successful strategies).

5. Draft Assessment Report or Rubric Feedback (depending on scope of assessment)

- **Description:** Compile findings into a comprehensive assessment report, including sections on methodology, data analysis, conclusions, and actionable recommendations.



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- **Expected Outcome:** A draft report summarizing the assessment, with initial findings and recommendations for improvement.

6. Review and Finalize Report

- **Description:** Review the draft document with key stakeholders (e.g., leadership team, teachers) and incorporate feedback to refine the document.
- **Timeline:** 3 days
- **Accountability:** School Leadership Team, Curriculum Coordinator
- **Expected Outcome:** A finalized, well-reviewed assessment document that is ready for dissemination.

7. Present Assessment Findings

- **Description:** Present the finalized assessment findings to school members (e.g., teachers, administrators, parents, school community) in a clear and actionable format. *Note that this could be a class-wide assessment that the teachers create or an individual case by case basis to help students and parents view progress.*
- **Expected Outcome:** Students and other relevant individuals are informed of the findings and ready to implement necessary changes or improvements based on the assessment.

CONCLUSION:

This plan is designed to ensure that the school's assessment process is structured, inclusive, and effective. It provides clear responsibilities, realistic timelines, and measurable outcomes at each stage, supporting data-driven decision-making to improve student achievement, teacher effectiveness, and overall school performance.