



The Jefferson-Houston community views assessment as a major contributor of the school's overall success. We utilize empirical data from formative and summative assessments to drive instruction and encourage students to take ownership of their academic and personal growth as they move toward mastery of the curriculum.

Assessments support student learning by the following:

- Encouraging student learning by providing feedback on the learning process
- Determining the learner's level of understanding through the use of both formative and summative assessments
- Promoting consistency of expectations and implementation of student learning
- Fostering reflection on how students learn best and an ongoing awareness of both student-responsibility and metacognition
- Developing students who are conscientiously practicing the characteristics to become life-long learners and critical thinkers
- Allowing students opportunities to demonstrate mastery learning

Students are assessed on their progress through the Virginia Department of Education, Alexandria City Public Schools, and IB curricula. These assessments focus on the academic achievement of the student in content-specific knowledge. In addition, students are assessed in their progress in making the transfer from curricula content and skills to solving "real-world" situations or problems. Assessments are balanced and multi-faceted, including diagnosis/pre-assessments, ongoing formative assessments, summative assessments and periodic nationally – normed assessments.

## **Types of Assessment**

### **Summative Assessment**

Summative assessments are usually given at the end of a unit of work. Summative assessments are typically performance-based. Student achievement is determined based on evidence from assessment undertaken during a learning period. IB teachers will use IB assessment criteria in form of IB rubrics. Other summative assessments may include exams and end-of-unit tests.

### **Formative Assessment**

Formative assessments happen continually in every classroom. Formative assessments are generally smaller tasks which may include; classwork, quizzes, or class discussions. Formative tests gauge student learning and prepare students for the summative assessment. Students may or may not be assigned grades for these assessments.



## **MYP Assessment**

MYP assessments are meant to support and encourage student learning. MYP summative assessments are designed by collaborative teams using MYP subject guides. Assessments are linked to specific assessment criterion, and come in many forms, including, but not limited to; projects, short responses, applications to real-world problems, science experiments, and investigations.

Teachers in each subject area maintain a spreadsheet/database in order to record and track student achievement for each criterion.

## **Grade Recording and Reporting**

The grading scale for Alexandria City Public Schools, including Jefferson-Houston PreK-8 School is as follows:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	60% - 66% = D
87% - 89% = B+	73% - 76% = C	Below 60% = F
83% - 86% = B	70% - 72% = C-	

As a district, Alexandria City Public Schools utilizes an electronic grade book, PowerSchool, in order to keep parents and students up to date on grades and progress monitoring. PowerSchool can be accessed by parents and students; and both are encouraged to check student progress regularly. All parents are notified of student grades; once during the middle of each quarter and once at the end of the quarter, when formal report cards are sent home with the students. In addition to electronically monitoring student progress, parents are notified of student achievement and progress during parent, teacher or counselor requested conferences between the student, parent, teacher and school counselor.