Schutz Assessment Philosophy and Procedures

Identity Statement:

Schutz American School is a non-profit, U.S. accredited college preparatory school. SAS educates the whole person, promoting service and action, in a family environment that is safe, caring, and supportive.

Mission Statement:

The mission of the Schutz American School family is to provide a premier education empowering all of our students to pursue their passions as confident global citizens.

School Motto: "Schutz is Family"

Schutz Core Values:

Respect - Responsibility - Resilience - Compassion - Integrity

Aims:

Identity:
All our students will discover their passions and grow in understanding of their personal strengths.

Competencies:
All our students will achieve educational outcomes that are challenging and relevant, motivating them to go beyond.

Agency:
All our students will contribute as confident global citizens.

Schutz American School Assessment Philosophy and Guidelines

Philosophy

At Schutz American School, we believe that student assessment drives meaningful improvement in teaching and learning. Through continuous, precise insights, assessment provides evidence of our students' evolving knowledge, skills, and dispositions. This empowers both students and educators to make informed decisions, ensuring personalized growth and equipping our learners to thrive as confident global citizens in an ever-changing world.

Assessment at Schutz American School will effectively utilize data to:

- **Personalize learning**: Identify individual student strengths, weaknesses, and learning styles to tailor instruction accordingly.
- **Optimize assessment**: Develop adaptive assessments that adjust in real-time based on student performance.
- **Predict future outcomes**: Identify potential challenges or areas of excellence to provide proactive support.
- **Foster global citizenship**: Reflect on students' dispositions, such as resilience, respect, integrity, compassion, and responsibility, ensuring a holistic understanding of their growth and development beyond academic achievement.

This approach ensures that assessments are not just evaluative but also transformative, actively supporting our mission to develop well-rounded, inquiry-driven individuals.

We believe assessment:

- Drives purposeful planning that is responsive to students' needs.
- Inspires students to work toward meaningful, desired outcomes.
- Serves as an integral part of our global community, connecting students to broader perspectives and real-world contexts.
- Centers on feedback focused on growth, fostering resilience and improvement.
- Empowers students to take ownership of their learning journey.
- Supports personalized learning that acknowledges each student's unique strengths and aspirations.

Schutz Essential Agreements for Assessments:

1. **Variety of Assessment Techniques**: Utilize diverse assessment methods to capture different aspects of student learning.
2. **Common Language in Rubric Criteria**: Rubrics use clear, shared language that all students understand.
3. **No Zeros Given**: Grades reflect growth and progress; zeros are not assigned.

4. **Recent Performance Basis**: Final grades reflect the most recent demonstration of student learning rather than averaging scores.
5. **Timely Feedback**: Assessment results and feedback are shared with students within a week to support immediate growth.
6. **Multiple Opportunities for Mastery**: Students are given multiple opportunities to demonstrate their understanding and mastery of content within a reasonable timeframe.
7. **Consistent ATLs**: Approaches to Learning (ATLs) are shared and consistently applied across assessments.
8. **Formative Assessments for Feedback Only**: Formative assessments are used solely for feedback and are not graded.
9. **No Surprise Assessments**: Assessments are communicated in advance, ensuring students are prepared.
10. **No Extra Credit**: Assessments focus on mastery rather than extra credit opportunities.
11. **Anecdotal Notes as Feedback**: Anecdotal observations provide valuable insights and feedback for student growth.
12. **Student Conferencing Opportunities**: Students have regular chances to engage in conferences to discuss progress and set goals.

These essential agreements foster a transparent, growth-centered approach to assessment, supporting personalized learning and student empowerment.

Assessment Practices
Schutz uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching, and learning.

Assessments:
- Focus on frequent, meaningful check-ins instead of big tests.
- Students should be primary evaluators of their own work.
- Authentic audiences (even other grade levels) beat teacher-only audiences.
- Make transfer the goal - apply learning to completely new situations.
- Teach transfer and prioritize metacognition to build agency.
- Focus less on recall and more on reasoning and problem-solving.

Types of Assessment
Pre-Assessments occur before beginning new learning in order to uncover prior knowledge and experiences before embarking on new learning. Pre-assessments determine current levels of knowledge, skills, and performance, to diagnose possible needs, and to guide future learning. Some examples can include: KWL (What do you know? What do you want to know? What have you learned?) charts, class discussions, mathematics and language arts skills tests, questionnaires, and written responses.

Formative Assessments are incorporated into the daily learning process. It provides teachers and students with information about how the learning is developing. It is used to help the teacher plan the next stage of learning. Some examples can include: teacher observation, individual teacher-student interviews, self-assessment and peer assessment.

Summative Assessments occur at the end of a teaching and learning cycle. It gives students an opportunity to demonstrate what has been learned by applying their knowledge in new and authentic ways. Some examples can include: reports, explanations, plays, presentations and exhibitions. Commonly used assessment tools can include checklists, rubrics and anecdotal notes. Middle and high school teachers must record their summative assessment dates on ManageBac at least one week in advance, ensuring that no two summative assessments are scheduled on the same day.

Benchmark Assessments are given periodically throughout a school year to establish baseline achievement data and measure progress toward an academic standard or goal.   Examples can include: Measures of Academic Progress (MAP) in math, reading and science, as well as Fountas and Pinnell Benchmark Assessment System in reading.

Exhibition, in grade 5, students will participate in the PYP Exhibition. The Exhibition will be a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of the five essential elements of the programme: Knowledge, Concepts, Skills, Attitudes and Action. Exhibition will provide an authentic summative assessment that reflects the student's entire PYP experience.

MYP Community Project, in grade 8, the community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

Student Self-Assessments are interwoven throughout daily learning to engage students in reflection and assessment on their own learning. The students are given time to reflect on the progress in all subject areas, including the attributes expressed in the Learner Profile. After each Unit of Inquiry, students need to be given the opportunity to reflect on their learning using a reflection sheet developed by the teachers.

Assessment Strategies and Tools

Strategies (How do students demonstrate learning at Schutz?)
- **Performance Assessments:** Students create, produce, perform or present work; used to assess skill or proficiency
- **Process Assessments**: Focus on processes which students underwent in order to arrive at products and outputs (collaborative protocols, research process, etc.)
- **Selected Responses:** Common examples are multiple choice, true/false tests and quizzes
- **Open-Ended Tasks:** Students are presented with a challenge and asked to provide an original response. The response could be a brief written answer, a drawing, a diagram or a solution.

Measuring: Tools (How do teachers measure student learning at Schutz?)
- **Observations:** Documents students' process of learning in both collaborative and independent settings, including their approaches to learning, attitudes towards learning, use of inquiry, and responses to learning through action.
- **Conferring and Invitational Groups:** Teachers will check in with individual students or small groups during composing time, allowing him/her to provide feedback on students' work and provide them immediate differentiated support.
- **Student Self-Assessment and Reflection:** Students' own assessment of personal progress in knowledge, skills processes, and attitudes, leading to a greater understanding of themselves as learners.
- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- **Checklists:** Lists of information, data, attributes, or elements that should be present.
- **Journals:** A students' personal notebook including but not limited to written reflective responses, notes on key learning, ideas to share with collaborative groups, and questions to extend their thinking.
- **Anecdotal Records:** Brief, write notes based on observations of students.
- **Writing Samples:** May be used to assess the students' understanding of a particular genre of writing and/or the student's understanding of a particular concept or ability to analyze and synthesize information.
- **Graphic Organizers:** Visual representations of knowledge, skills used as tools for probing and analyzing thinking and learning.
- **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged.
- **Test/Exams:** Intended to measure a student's knowledge, skills, aptitude, or classification in a variety of topics. A test may be administered orally, on paper, or on a computer.

Feedback should:

- **Be timely**: Provided as soon as possible to ensure relevance and impact on learning. Feedback in some form should be within a week, with the goal being 48 hours.
- **Be criterion-referenced**: Grounded in clear success criteria, such as rubrics, to make expectations transparent.
- **Highlight strengths and areas for growth**: Focus on what students did well and where they can improve to foster motivation and learning.
- **Encourage student reflection**: Invite students to think critically about their performance and learning process.
- **Be explicit and informative**: Clearly explain what needs improvement and why, with actionable guidance.
- **Provide opportunities for improvement**: Allow students to revise and enhance their work based on the feedback, emphasizing learning as an iterative process.
- **Incorporate peer feedback**: Enable students to engage in constructive dialogue with peers, fostering collaboration, diverse perspectives, and deeper understanding.

These principles support a growth mindset, encourage student agency, and reinforce the purpose of feedback as a tool for continuous improvement.

Report Cards: Schutz sends out four written report cards at the end of each quarter to report back on student progress.

Assessment in the Early Years (PreK2-4)

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners. Early years teachers observe how students monitor and adjust their own behavior, especially at play, in order to:
- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.
- track growth and development over time

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers may ask skillful questions to capture thinking, understanding or feelings. Teachers share these observations with students and parents. Collaborating with colleagues, they analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices. (IB Principles to Practice, Assessment)

<u>Assessment in the Primary Years Program (Kindergarten to Grade Five)</u>
Assessment in the Primary Years Program is used to inform learning and teaching by gathering and analyzing information about student progress and achievement over time. It has four dimensions: monitoring, documenting, measuring and reporting on learning. Through the regular monitoring and documenting of learning, students and teachers measure progress of learning in relation to student learning goals and success criteria. Documentation of the learning further provides information to inform both next steps for learning and teaching as well as provides evidence of learning over time. The measuring of learning aims to capture what a student has learned at a particular moment of time and provides further data of student achievement. To support a larger picture of the student as a learner, teachers use these multiple data points to evaluate student progress. They use a range of assessment tools and strategies and involve student participation in the process to compile a comprehensive picture of student progress and achievement over time.

<u>Assessment in the Middle Years Program</u>
The MYP curriculum is a balance of - eight subject areas are all of equal value. In each of those subject areas there are four sets of Criteria, A, B, C and D. Each of the different criteria is differentiated to the subject area. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability to perform for that criterion. The level of achievement is determined based on the "best fit," approach, meaning a teacher reviews the students' body of work through the summative assessments and determines the level of achievement that more accurately fits the students' ability at that time. Students will be assessed in all four criteria at least twice a year, each semester report card.

Standardization of Assessment in the MYP
Standardization of assessment in MYP subjects and the community project is an important process that ensures that all students are assessed fairly and consistently. At Schutz, we have developed a number of procedures to ensure that our assessments are standardized.
- **Teacher moderation:** MYP teachers at Schutz participate in regular teacher moderation sessions. During these sessions, teachers share and discuss their assessments and student work. This helps to ensure that all teachers are interpreting the assessment criteria in the same way.

<u>Standardization of Assessment of the Community Project</u>

The community project is a significant component of the MYP, and it is important to ensure that all students are assessed fairly and consistently. At Schutz, we have developed the following procedures to standardize the assessment of the community project:

- **Common assessment criteria:** Schutz has developed common assessment criteria for the community project. These criteria are based on the IB's community project assessment guide and are designed to measure student learning against the MYP assessment criteria.
- **Teacher moderation:** MYP teachers at Schutz participate in regular teacher moderation sessions to discuss their assessments of the community project. This helps to ensure that all teachers are interpreting the assessment criteria in the same way.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

BOUNDARY GRADE	IB GRADE	SCHUTZ LETTER GRADE (LOCAL GRADE)
28-32	7	A+
24-27	6	A
19-23	5	B+
15-18	**4**	**B**
10-14	3	C
6-9	2	D
0-5	1	F

<u>Documenting Students' Learning</u>

Portfolios:

"Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats."

Portfolios in the Elementary School

The purpose of the portfolio is to reflect student's learning and growth. The portfolio highlights a student's internalized learning process. It is an excellent way for students to articulate their growth and share personal reflections about their learning.

Essential Agreements:
- The portfolio will reflect a student's growth over time (the portfolio is a growth/process portfolio).
- The portfolio will show a holistic picture of the student.
- Portfolio pieces will be selected by the teacher or by the student with guidance from the teacher.
- The student will complete a reflection for each selected piece.
- All entries will be dated.
- In the spring, the student will reflect upon the portfolio itself and will share the portfolio with his/her parent(s) during the student-led conference.
- Portfolios will be sent home at the end of the school year.
- The portfolio will include various pieces of evidence to show progress of learning.

Review Cycle:

The Assessment Procedure will go through an bi-annual review process. This process will include a variety of stakeholders as an Assessment Committee. The committee will work towards ensuring that all members of the learning community have input and feedback on the document.

Key Assessment Resources

Assessment Practices that Enhance Learning, Jay McTighe

IB PYP Principles to Practice, Assessment

IB MYP Principles to Practice, Assessment

IB Assessment Standards and Practices

SAS Reporting Guidelines

SAS Assessment Calendar

Homework

Homework should consist of relevant learning experiences that are related to the school curriculum in middle and high school. In the elementary school students are expected to read for 20 minutes a night.

A well-designed homework program **should**:

- · Meet the developmental and individual needs of the student.
- · Reinforce and extend school experiences.
- · Assist students in assuming responsibility for their own learning development.
- · Develop positive attitudes towards independent study and lifelong learning.
- · Encourage the development of self-discipline, good work habits and time management.
- · Enable parents to become involved and to participate in their child's learning.
- · Enable regular and ongoing communication between teachers, parents and students.
- · Assist students in preparing for subsequent learning activities.

A well-designed homework program **should not**:

- · Be punitive.
- · Place unreasonable demands on the student and/or parent(s).

For middle school students there should not be more than 30-60 minutes of homework per class per week. In addition, students are expected to read 30 minutes per evening.

School Absences

Educators understand that emergencies, such as unforeseen family crises or natural disasters, can significantly impact a student's ability to attend school and complete work. In such cases, students will not be penalized for circumstances beyond their control.

Guidelines for Different Grade Levels:

1. **Middle and High School Students:**

- Students are responsible for communicating with their teachers as soon as they are able to regarding their situation.
- They should work with their teachers to develop a plan for completing missed assignments or assessments within a reasonable timeframe.

2. **Early Childhood and Elementary School Students:**
   - Parents are responsible for notifying the school and their child's teacher about the emergency.
   - Parents will collaborate with teachers to ensure their child receives the necessary support and materials to catch up on missed work.

Educator Support:

- Teachers will provide flexibility and understanding while helping students recover academically from an emergency.
- Assignments and tests will be adjusted as necessary, with a focus on ensuring students can demonstrate their learning without undue stress.

School related absences:

School-related absences, such as participation in Model United Nations (MUN), school sporting events, or other school functions, are valuable opportunities for students to develop skills and represent the school community. However, these absences also require careful planning to ensure students remain responsible for their learning and academic progress.

Expectations for Students:

1. **Plan Ahead:**
   Students are expected to notify their teachers of anticipated absences well in advance. This allows teachers to provide any necessary resources, assignments, or instructions to keep the student on track.
2. **Communicate with Teachers:**
   Students should schedule conferences with their teachers before their absence to and within three days upon return:
   - Understand upcoming lessons or activities they will miss.
   - Receive guidance on assignments and deadlines.
   - Clarify expectations for any make-up work.
3. **Stay Organized:**
   It is the student's responsibility to:
   - Complete assignments by their due dates or make alternative arrangements if necessary.
   - Follow up on missed lessons or materials promptly upon returning to school.
4. **Leverage Available Resources:**
   Students are encouraged to use tools such as Google Classroom, class notes, or recorded lessons (if available) to stay updated on what they missed.

Brief Absences (1-4 days):

In the event of a short illness, students are responsible for taking ownership of their learning and ensuring that missed work is completed.

- **Student Responsibility:**
  It is the student's responsibility to proactively reach out to their teachers upon returning to school to gather information about missed assignments, lessons, and any additional instructions.
- **Collaboration with Teachers:**
  Teachers will work with students to determine appropriate deadlines for completing missed work, but students are expected to manage their time effectively and prioritize catching up.
- **Use of Resources:**
  Students should utilize available resources, such as Google Classroom, peer notes, or teacher-provided materials, to stay up to date on missed content.

Longer Excused Absences (5 or More Days):

For extended absences due to circumstances such as a death in the family, prolonged illness, sporting competitions, and religious commitments students will be given the opportunity to complete missed work in a way that supports their academic progress while accounting for their situation.

Guidelines for Students:

1. **Communication with the School:**
   Students or their families should inform the school as soon as possible about the reason for the extended absence and maintain ongoing communication, if needed.
2. **Completion of Missed Work:**
   - Students are responsible for working with their teachers to develop a plan for completing assignments and tests missed during their absence.
   - The assignments and tests provided will be reasonably equivalent to, but not necessarily identical to, the ones missed.
3. **Deadlines and Flexibility:**
   Teachers will set reasonable deadlines for the completion of missed work. Students are expected to meet these deadlines to the best of their ability, and extensions may be considered based on individual circumstances.
4. **Full Credit for Satisfactory Work:**
   Students will receive full credit for work that is completed satisfactorily within the agreed-upon timeframe.

Unexcused Absences (e.g., Family Holidays):

Unexcused absences, such as family holidays, require proactive communication and collaboration among the parent, student, and teacher to minimize the impact on the student's learning.

Guidelines for Unexcused Absences:

1. **Family Responsibility:**
    ○ Families must inform the school as soon as an unexcused absence is planned or known.
    ○ Parents should take the initiative to coordinate with the school to understand the implications of the absence and the required steps for maintaining the student's progress.
2. **Collaboration on Assignments:**
    ○ The parent, student, and teacher must work together to determine appropriate work that the student can complete during or after the absence.
    ○ Teachers may provide resources or assignments, but it is the student's responsibility to complete the work and stay up to date.
3. **Accountability for Missed Content:**
    ○ Students should plan to catch up on any missed lessons or assignments promptly upon their return to school.
    ○ Teachers will support students by providing guidance but are not obligated to re-teach missed content.

Late Enrollment:

Students who arrive mid-semester will receive excused grades for class work missed. Grades from the former school will be counted toward high school credit. Students will not receive a report card unless they have been at school six weeks or longer.

Evaluation and Reporting:

Evaluation of student achievement is based upon student knowledge and skills demonstrated within the "learning standards" established by the Schutz curriculum.

Descriptions of Proficiency Levels:

Exemplary (EX) - Your child consistently outperforms grade-level expectations, showing profound understanding of concepts. This level of achievement is rare.

Secure (SE) - Your child meets grade-level expectations and demonstrates clear and consistent understanding of concepts.

Developing (DE) - Your child is making progress but needs support to meet grade level expectations.

Concern (CO) - Your child needs significant support to meet grade level expectations at this time.

<u>Approaches To Learning:</u>

Key ATL Skill Categories at Schutz:

1. **Thinking Skills:**
   Students develop critical and creative thinking skills, enabling them to analyze, evaluate, and synthesize information. They learn to approach challenges with innovation and solve problems effectively.
2. **Communication Skills:**
   Schutz emphasizes clear and thoughtful communication in both oral and written forms. Students are encouraged to express themselves confidently, listen actively, and engage in meaningful dialogue with diverse audiences.
3. **Self-Management Skills:**
   Students are guided to take ownership of their learning by developing organizational skills, managing their time effectively, and cultivating resilience. Emotional management and mindfulness are also integrated into this skill area.
4. **Research Skills:**
   Research is a vital part of learning at Schutz. Students learn to locate, evaluate, and utilize information ethically and effectively. These skills prepare them for academic inquiry and informed decision-making.
5. **Social Skills:**
   Collaboration is a key aspect of the Schutz experience. Students work effectively in teams, respect diverse perspectives, and resolve conflicts constructively, preparing them for success in group dynamics.

Consistently – Students **consistently** demonstrate this behaviour.
Sometimes – Students **sometimes** demonstrate this behaviour.
Rarely – Students **rarely** demonstrate this behaviour.

Reporting is the process by which teachers *communicate* on student achievement of knowledge, skills, and attitudes relative to the curriculum expectations. Formally, student achievement is reported through the Schutz report card. Informally, student achievement may be reported by such means as student-led conferences, parent-teacher meetings (available on request), and personal communication as needed.

Grading, evaluation and formative assessment:
   · Students should not be penalized for learning in progress while working on an assessment
   · Formative assessments are primarily for feedback to the students and teacher than permanent grades

High School Summative Assessment

Approach to assessment:
High school teachers have the flexibility to approach summative assessment in a manner that best suits the subjects. Summative assessment should simply provide the opportunity for students to demonstrate what they have learned, mastery. Each subject teacher determines when and how to do this in a way that provides optimal learning experiences and assessments for students. There could be a final exam, an end of the unit project, or whatever is suitable to the subject.

Implementation:
End of semester exams are no longer a requirement at Schutz. End of semester exams may be administered by individual teachers if they choose to do so.
- It is expected that departments and/or subjects will agree on a common approach for their summative assessments based on collaborative discussion and planning.
- For AP students there will be a mock exam session for subjects that have paper exams. The teacher can determine the extent to which the mock exams are summative assessments and whether students who are not taking AP course exams should take a mock exam.

Schedule:
- In order to protect students from being overwhelmed by the number of end of unit summative assessments occurring during the last three weeks of a semester, there will be an exam schedule, spread out over a two-week period, that allows teachers to choose which of their normal teaching blocks they would like to administer a final assessment.
- Classes will run normally, so there is no disruption and "wasted" study hall time.

Self-Assessment	Peer Assessment	Teacher Assessment
Reflection Journal – Students write about what they learned and how they can improve.	Feedback Partners – Students pair up to give constructive feedback using a checklist.	Anecdotal Records – Teacher observes and records student progress.
Traffic Light Reflection – Students use red, yellow, and green to indicate confidence in their learning.	Two Stars and a Wish – Students give two positive comments and one area for growth.	Rubric-Based Assessment – Teacher uses a rubric to provide structured feedback.
Self-Check Quiz – Students take a quiz and check their own answers with an answer key.	Gallery Walk – Students showcase their work, review others', and leave comments.	Oral Questioning – Teacher asks open-ended questions to assess understanding.
Learning Logs – Students maintain a log of key takeaways from lessons.	Peer Editing – Students review and edit each other's work.	Exit Tickets – Quick responses at the end of the lesson to check for understanding.
Goal Setting – Students set personal learning goals and track progress.	Think-Pair-Share – Students discuss concepts with peers before sharing with the class.	Performance Task – Students complete a real-world task to demonstrate skills.
Choice Boards – Students select how they want to demonstrate understanding.	Group Discussion Evaluation – Students assess their own and their peers' contributions.	Portfolio Assessment – A collection of student work showing progress over time.
KWL Chart – Students list what they Know, Want to know, and Learned.	Jigsaw Activity – Students teach their assigned topic to peers and assess each other.	Checklists and Observation Grids – Teacher uses structured tools for tracking skills.
Concept Mapping – Students create mind maps to visually represent their understanding.	Role Play Peer Review – Students act out a concept and get peer feedback.	Diagnostic Assessments – Pre-tests or activities to gauge prior knowledge.
Think-Alouds – Students verbalize their thinking process while solving a problem.	Debate and Argument Feedback – Peers provide feedback on reasoning and presentation.	Student Conferences – One-on-one discussions with students about their learning.
Digital Portfolio – Students document their learning using technology.	Co-Created Success Criteria – Peers work together to define what success looks like.	Summative Projects – Teacher evaluates final projects based on set criteria.