



"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."

ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School

4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools



ASSESSMENT AT ANAHUACALMECAC Schoolwide Policy 2017

Towards Authentic and Continual Assessment of Student Achievement & Growth

Mission

Anahuacalmecac is dedicated to student academic excellence, Native wisdom, an appreciation of the cultural and intellectual heritage of Indigenous Peoples and the promotion of positive social awareness. We consciously strive to provide students effective and comprehensive pedagogy through a globally inclusive curriculum within a positive, supportive learning environment involving students, teachers, parents and staff.

PHILOSOPHY

Assessment at Anahuacalmecac is defined as the process of collecting, analyzing and reporting data. It is the gathering and analysis of information about student performance and program effectiveness. ***Assessment is integral and crucial to the curriculum and to all teaching and learning.***

At Anahuacalmecac assessment:

- is aligned with IB requirements
- communicated to teachers, parents and students
- written as a community and revised at least once per year
- is planned for and built into the program
- have criteria that are known and understood in advance
- allows students to demonstrate their range of understanding, knowledge and skills
- focuses on big ideas and transdisciplinary skills
- are based on real life experiences and can lead to other questions
- allows students to express different points of view and interpretations
- are continuous and cumulative
- able to promote self and peer evaluation
- able to produce evidence that can be reported and understood by students, parents, teachers and administrators.

(Adopted From Wiggins)



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

Assessment is integral and crucial to the curriculum and to all teaching and learning. It is the means by which we analyze student learning and the effectiveness of our teaching. Assessment acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. Everyone concerned with assessment – children, teachers, parents, administrators – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Standardized Testing and Traditional Tests

Traditionally, paper and pencil tests were used as the main way of assessing and evaluating children. However, according to Kohn, "...research shows that schools using traditional grading produce kids for whom three things are true: (1) they think less critically; (2) they prefer easier tasks if given the choice and will go out of their way to avoid challenge; and (3) they're less interested in learning."^[2] Research has also proved that standardized testing alone cannot be counted on to give a valid assessment of each student even though they continue to have a significant impact on educational policy making.^[3] Scholars further stress that standardized tests perpetuate a narrow and prejudicial view of what is important to know and serve only to sort and rank students not to help them.^[4]

Nevertheless, at Anahuacalmecac, we have to remain accountable to the standardized tests that our students participate in. While we philosophically agree with the above research, our students are eventually measured by external examinations. Therefore, traditional testing maintains a place in the range of assessment strategies and tools incorporated at Anahuacalmecac as required by federal and state law.

Utilizing a range of assessment strategies

As we are concerned with assessing a wide range of learning outcomes and expectations, we need a range of assessment strategies and this is consistent with current thinking on assessment. Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the evaluative process. Formative assessment is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned.

When both teachers and students are actively engaged in assessing student progress it helps develop their wider critical thinking and self-evaluation skills. It also provides teachers with evidence on which to evaluate the efficacy of the school curriculum. Authentic assessment can be defined as "a valid assessment system that provides information about the particular tasks on which students succeed or



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

need reinforcement, but more important, it also presents tasks that are worthwhile, significant and meaningful."^[5] Authentic assessments include a variety of procedures from observations, journals, oral explanations, rubrics and portfolios.

According to Wiggins, first class assessment is a daily and local affair.^[6] There are three steps to assessment tasks: (a) define outcomes (knowledge, skills, attitudes); (b) design the task (what will I hear and see the student doing that will convince me that they know/ can perform with knowledge); (c) set up criteria for success and present to students prior to task.

In conclusion to this section, Wiggins explains that effective assessment practices are:

EDITED EDITED

The recent implementation of the Common Core State Standards (CCSS) and the Eight State Priorities (8SP), allow Anahuacalmecac an auspicious opportunity to better align its internationally renowned cultural, multilingual and international educational program goals with the renewed commitment on the part of the state to advance student achievement for all. Anahuacalmecac approaches this opportunity with a clear mission to weave its community-based, culturally relevant, college preparatory school priorities with CCSS and the 8SP. Assessment at AIUP includes norm-referenced, adaptive assessments aligned with the CCSS capable of developing measures of SBAC correspondent growth, performance and predictability in order to guide instruction and intervention. Assessment includes periodic, digital, self-paced, nationally norm-referenced CCSS-aligned assessments. These assessments will be administered three times per year to track growth toward individual, grade level, and school goals.

Integrated formative and summative assessment through the classroom-based curriculum making the principles of MAIZE educational design come to life in a thriving practice of school community-building is driven by the daily dedication and planned collaboration of teachers, parents, elders, advisors and students as community. Student-centered inquiry centers the Anahuacalmecac educational design upon the educands and the communities from which they are born. Rooted in MAIZE pedagogy, epistemology, methodologies and curricula, the Anahuacalmecac design expands to encompass a challenging curriculum composed of four observable strands: the Written Curriculum, the Taught Curriculum, the Assessed Curriculum and the Lived Curriculum.

FROM ELEMENT 2 of CHARTER

A. Academic Growth and Achievement

Anahuacalmecac will use objective authentic measures to determine a student's ability to process information and demonstrate mastery of subject matter knowledge. Initially, each student will be evaluated to establish an individual student profile. This baseline level of performance will also assist in tailoring learning plans to meet individual student needs and help to gauge their progress



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

throughout the school year. Anahuacalmecac has determined that the measurement of growth versus absolute is what will best serve our high-risk target student population. Measurement of progress towards achievement of grade level benchmarks includes internal and external IB assessments in addition to textbook based criterion referenced tests. Anahuacalmecac will use the first year assessments to establish quantitative student performance baselines. Teachers and administrators will conduct careful analysis of the baseline data in order to determine the appropriate growth benchmarks and instructional strategies needed to ensure success. Anahuacalmecac aims to support 100% of our students demonstrating academic growth and aim for 100% grade level proficiency or better. In order to achieve this, Anahuacalmecac proposes to begin with an objective wherein 80% of students will achieve growth targets, as measured by the previously mentioned assessments. Following our Local Control Accountability Plan, Anahuacalmecac proposes to demonstrate an increase in growth in student achievement of at least 3% per year.

Standardization Assessment

Anahuacalmecac will follow the grade level benchmarks as outlined by the Common Core State Standards as well as the specific criteria set forth by the IB's discipline specific Subject Guides. Anahuacalmecac will ensure vertical and horizontal articulation of the state standards through a school-wide collaborative process closely monitored by the IB.

Standardizing ensures a common understanding of the relationship between achievement levels and performance. When more than one teacher is involved in one subject for a single year group the school must ensure standardization of internal assessment is carried out to provide a common system for the application of the assessment criteria to each student.

It is the practice of Anahuacalmecac to achieve standardization of internal assessment by:

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular contact between the teachers.

A standard protocol will be implemented by teachers at Anahuacalmecac when standardizing assessment as follows:

Step 1. Read and assess the moderation samples.

Step 2. Share your assessment at your table.

Step 3. If there is any variation, explain how you arrived at your result.

Step 4. The group now reaches a consensus on the assessment.



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

In accordance with IB Standard C4 - Assessment #1a, 1b, 1c, 1d, 2, 3, 4, 5, 6, 7, 8

- Anahuacalmecac will use the prescribed assessment criteria for each subject group in year 5 of the programme.
- Anahuacalmecac will implement a coherent framework of assessment criteria aligned with the school's interim objectives.
- Teachers at Anahuacalmecac will standardize their understanding and application of criteria before deciding on achievement levels.
- Anahuacalmecac will provide students with task-specific clarifications for assessment.
- Anahuacalmecac will communicate its assessment philosophy, policy and procedures to the school community.
- Anahuacalmecac will use a range of strategies and tools to assess student learning.
- Anahuacalmecac will provide students with feedback to inform and improve their learning.
- Anahuacalmecac will maintain systems for recording student progress aligned with the assessment philosophy of the programme(s).
- Anahuacalmecac will maintain systems for reporting student progress aligned with the assessment philosophy of the programme(s).
- Anahuacalmecac will analyze assessment data to inform teaching and learning.
- Anahuacalmecac will provide opportunities for students to participate in, and reflect on, the assessment of their work.

It is Anahuacalmecac's goal that 100% of graduates will have completed the full battery of A-G requirements, achieve cultural fluency and maintain high levels of multilingual fluency and literacy.

Benchmarks to be met

1. The percentage of graduates who successfully complete A-G requirements every year will surpass the percentage of high school graduates who do so from comparable resident schools.
2. The percentage of graduates who cultivate cultural fluency and literacy through engagement in traditional cultural practices, customs and community service will surpass the percentage of students who do so from comparable resident schools every year.
3. The percentage of students who develop high levels of fluency and literacy in more than one language will surpass the percentage of students who do so in comparable resident schools every year.



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually by comparing the growth in student performance from the baseline levels of performance in the first year of the charter. Per California Education Code Section 47607(a)(2), at the time of renewal, if the charter school has met any one of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success for renewal: (1) attainment of the school's Academic Performance Index (API) growth target; (2) an API decile ranking of 4 or better; (3) an API Similar Schools decile ranking of 4 or better; (4) documented evidence that the charter school students are performing at least equal to that of the students in schools of the district that the students would otherwise be attending. 2013 was the final year of STAR testing. Because the state has suspended API-related testing, other measures of student achievement are more important than ever.

II. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

- "All students will graduate with the academic preparation and achievement necessary for college and career readiness."
 - o 1. Graduation rates - Increase rate by 1%
 - o 2. UC/CSU eligibility - Increase percent of students who have completed UC/CSU (A-G) requirements by 1%
 - o 3. Student feedback and goal setting - Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel
 - o 4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by one percent from the previous year

- "All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples."
 - o 75% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule.
 - o Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5)) as measured by all of the following:



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •

Email: info@dignidad.org • www.AIUPWorldSchool.org

Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

- o · Reduction in school attendance rates by 1%
- o · Reduction in chronic absenteeism rates by 1%
- o · Reduction in middle school dropout rates by 1%
- o · Reduction in high school dropout rates by 1%
- o · Increase in high school graduation rates by 1%
- All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate
- o Students will access two academic, cultural and/or community resources.
- o School climate will improve in accordance with State priority Education Code 52060(d)(6) as measured by all of the following as applicable:
 - o · Pupil suspension rates will be reduced by 1%
 - o · Pupil expulsion rates will be reduced by .02%
 - o · Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%

Additional alternative measures may include:

- At least 70% of students will have successfully completed the Personal Project in the 10th grade.
- At least 70% of students will have successfully completed the Career Certificate
- At least 70 % of students will have successfully completed the Reflective Project
- At least 70% of 5th Grade students will have successfully completed the culminating IB PYP Exhibition project with a 3 or greater
- At least 70% of 6th grade students will demonstrate proficiency with a passing grade of a C or better in a Spanish course. The percentage of students will grow by 3% each year.
- At least 70% of 12th grade students will successfully graduate
- At least 70% of graduating students will have completed UC A-G curriculum requirements

C. Process by which curriculum, materials and instructional activities are to be selected

The Curriculum and Instruction Committee of the Anahuacalmecac Community Council can be comprised of certified staff, parents and teachers. The Curriculum and Instruction Committee researches curriculum, recommends professional development, and advises the Anahuacalmecac Community Council. In accordance with the educational program and the California state standards, the Curriculum and Instruction Committee shall select and implement curriculum, instructional materials, assessments, and instructional methodology. The Curriculum and



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

Instruction Committee may choose texts, methods and curriculum according to the charter goals and mission. Representation from each grade level and special education will be sought.

D. Delineation of when and how pupil outcomes will be assessed

Anahuacalmecac aims to graduate 100% of its students college-ready, culturally fluent, multilingual, and multiliterate.

Anahuacalmecac believes that assessments are an ongoing process that allows teachers to make adjustments in their daily teaching to meet the needs of all student based on their strengths and weaknesses. Our goal is to meet the requirements of No Child Left Behind Act, which directs that each subgroup of students will reach proficiency levels in language arts and mathematics. Over the next five years, we will strive to achieve at or above our growth targets on the state's Academic Performance Index (API).

We will use a variety of authentic assessments that can better evaluate the child over time and in a variety of settings.

Standardized assessments may include, but are not limited to:

1. Current state-approved assessment system, California Assessment of Student Performance and Progress (CAASPP)
2. CST test
3. CELDT test
4. CAHSEE
5. Internal CCSS aligned computer adaptive assessments (i.e. NWEA MAPs)

Data from these different sources will be collected and analyzed by the teachers at grade level meetings and by the administration in an ongoing manner throughout the year. Daily informal assessments from observations, weekly quizzes and test, project assignments, periodic assessments, and yearly summative assessments will be used to direct instruction and identify immediate areas of concern to be addressed.

Students' progress will be reported to parents via progress reports and/or conferences at least three times during the school year. The Anahuacalmecac Community Council may further modify our report cards. New report cards, if/when developed, will report student progress as it relates to the mastery of State Standards and the IB Continuum.

At Anahuacalmecac, assessments are an ongoing process allowing teachers to make adjustments to the daily delivery of instruction to better meet the needs of all students. The school will use the above assessment tools to better evaluate students over time and in a variety of settings. Throughout the year teachers and the administration will collect and analyze data from a variety of



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

sources. Upon analyzing the data, time set aside at grade level meetings and professional development will foster immediate steps to follow in order to address areas of growth and concern. Progress reports and /or conferences held at least three times during the school year will report student progress to parents and families. The report card documents student progress as it relates to the mastery of State Standards and the IB Learner Profile. The school reserves the right to modify the report card as necessary.

California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) will be given for the first time in March of the tenth grade year. All High School students will be required to pass both portions of the CAHSEE in order to earn a high school diploma. Students who are unable to pass the exit exam will receive intensive instruction and services designed to pass the CAHSEE. Non-passing students will be required to maintain continuous enrollment until the CAHSEE is passed, through age twenty-two.

Indigenous Student Enrichment and Engagement: Access to International and Indigenous Education

Culmination from each program of study includes increasingly challenging and dynamic learning experiences and opportunities to grow. Anahuacalmecac students in each of these programs will develop their potential by building from one level of the continuum to the next towards becoming college-ready, culturally fluent and multilingual and multiliterate.

The increase in percentage of students that demonstrate proficiency as determined by the school annually will be measured annually in the following program areas:

- IB PYP: Grades TK-5
- Nahuatl Language Fluency & Literacy
- Nahuatl Cultural Performing Arts & Permaculture
- Spanish Language Fluency & Literacy
- Completion of the IB PYP Exhibition Project
- IB MYP

LINGUISTIC PROFICIENCY WILL BE DEMONSTRATED EITHER:

- A. Nahuatl Language Fluency & Literacy
- and
- Nahuatl Cultural Performing Arts & Permaculture
- OR
- B. Spanish Language Fluency & Literacy
 - Completion of the IB MYP Personal Project
- Anahuacalmecac College-ready Diploma



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

- Completion of Advanced Placement Program Courses
- Survivance Studies: UC Approved A-G Courses
- Sovereign Knowledge/ Metacognition of Indigeneity
- Chicana/o Studies / Latin American Studies
- Completion of Reflective Project
- Survivance Game / Tequiyotl
- Community Presentations
- Completion of Career-related Studies
- Anahuacalmecac Career Certificate
- Externships/ Internships/ Mentorship/ Apprenticeships
- Completion of HONORS: Aztec Knowledge
- Language & Literature
- Performing Arts & Permaculture

E. Identification of who will be accountable for student progress

The Assessment Sub-committee of the Curriculum and Instruction Committee of the Anahuacalmecac Community Council may include certified staff and parents. The Assessment Sub-committee will review, select and distribute assessment instruments. In addition, the sub-committee will oversee and distribute state assessments. The sub-committee also reviews test results and works with the Curriculum Sub-committee to provide professional development in order to improve instruction as necessary. The Assessment Sub-committee informs staff about upcoming assessments and provides information about available resources to assist students in preparing for assessments.

Element 3. Methods of Assessment [1]

Assessment is seen as an integral and closely related part of the planning, teaching and learning process. It is not an isolated element. It informs each stage of the learning cycle and leads to effective planning, teaching and learning. The elements that define curriculum at Anahuacalmecac are:

- The written curriculum or "What do we want to learn?"

The learning outcomes, concepts, skills, attitudes and actions we have identified in the school's written curriculum.

- The taught curriculum or "How best will we learn?"



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

The teaching and learning strategies that best support the types of learning identified in the written curriculum.

- The learned curriculum or "How will we know what we have learned?"

Approaches to assessment, recording and reporting

The assessment component in the school's curriculum can be subdivided into four closely related areas:

- Planning – how we plan to incorporate assessment into our year-long plans, unit long plans and daily teaching.
- Assessing – how we discover what children have learned
- Recording – how we record this evidence of learning
- Reporting – how we pass this information on to students, parents, teachers and external organizations.

Baseline Assessment and Planning

At the beginning of each academic year, teachers will conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies and science). Teachers will work in grade level teams to construct these assessments, which will also be used to assess student progress toward meeting outcomes.

Anahuacalmecac will use the student learning profiles and informal academic assessments to develop IEPs for students eligible for special education services, and Student Success Teams ("SSTs") for all other students in need of proactive intervention. The SSTs will be developed as needed by a team consisting of the student's teacher, parent(s), specialists as appropriate (e.g., speech therapist), the principal or his or her designee, and, if appropriate, the student. The IEP process and content for students with disabilities will conform to all State and Federal regulations. IEPs and SSTs for all students will include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

Grading Policy

Anahuacalmecac uses a formal quarterly reporting system that communicates student progress in core and non-core curriculum areas as well as student character development. Anahuacalmecac's progress report follows a similar structure as that of LAUSD's and is aligned with state standards. The progress report clearly communicates student academic development. Progress reports involve parent, student, and teacher conferencing that will occur 1-3 times per year. The



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
 Email: info@dignidad.org • www.AIUPWorldSchool.org
 Semillas Community Schools

"Somos Semillas, Somos Tenaces.
 We are seeds. We are Relentless."

Anahuacalmecac Progress Report will be updated and modified as deemed necessary by the collective group of Anahuacalmecac teachers and administrators.

Progress is reported using the following four point metric to report student overall performance in a given class in the IB PYP program for grades TK - 5:

4	Above Standard	Consistently meets the standard. Has strong knowledge and understanding of the standard. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence.
3	At Standard	Regularly meets standards. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.
2	Approaching Standard	Partially meets standards. Has a developing knowledge of the standard. Is developing independence but requires some teacher guidance. Uses an adequate vocabulary.
1	Below Standard	Not meeting the standard. More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

Grades 6 – 12 International Baccalaureate General Grade Descriptors

Teachers will use a rubric designed by the IB with which to evaluate student work determine class grades. This rubric outlines IB grade descriptors and run from a 1-7 scale and are used as broad descriptions of the skills and knowledge mastered by the student. They are not specific to any particular subject group assessment criteria.

The general descriptors that illustrate the IB 1-7 grade scale are stated below:

Grade	Descriptors
-------	-------------



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY
An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY
An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."

2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	Very poor	Minimal achievement in terms of the objectives.

Anahuacalmecac's curriculum, integrated through the implementation of the International Baccalaureate's Continuum has created a comprehensive assessment model that strives to develop and strengthen students' natural ability to think creatively and critically, as well as to give them the tools necessary to promote a higher order of thinking and questioning. Assessments are intended to be an on-going reflection for students, teachers, parents, and administrators. Through purposeful planning, teachers generate data analysis reports 2-3 times per year that will be used to continually inform and influence curricular development, teacher practice and school pedagogy.

Anahuacalmecac uses a variety of tools to assess and measure student progress and will incorporate assessment strategies and policies from the International Baccalaureate Program. Student progress will be reported using Anahuacalmecac's quarterly progress reports, parent conferences, student conferences, and teacher created data analysis reports. Assessment tools will include a balanced mix of publisher created and teacher generated materials.

The following formal assessments will take place throughout the year:

Fall & Winter:

- Criterion-referenced tests, based on state academic content standards, of mathematics skills and concepts
- Writing samples scored with standards based rubrics created by grade level teacher teams
- California English Language Development Test (CELDT) as needed for new students throughout the year
- Computer adaptive periodic assessments

Spring:

In addition to the aforementioned tests, the following will also be administered:

- The California Assessment of Student Performance and Progress (CAASPP) assessment system including Smarter Balanced STAR Testing, including CAHSEE, California Standards Tests & CAT6, the California Alternative Performance Assessment (CAPA)
- California Writing Assessment
- California Physical Fitness Test



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

- State testing will be verified and updated as necessary
- Computer adaptive periodic assessments

In addition to the tri-annual formal assessments, teachers will assess students on an on-going basis using Formative and Summative assessments. Formative assessments are the on-going measures of growth that immediately informs classroom instruction. It enables teachers and students to identify what skills and concepts have been mastered and which ones need further development. They also provide a scaffold method of instruction that promotes student success of the Summative Assessment. The Summative Assessment typically takes place at the end of a thematic unit and enables the students to demonstrate the concepts and skills that have been learned. These assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes.

Teachers will use all assessment data to generate Data Analysis Reports that will then be used to guide instruction and ensure that all students meet school and state standards. After each assessment period, teachers will come together during professional development meetings to examine their self-generated Data Analysis Reports, STAR current state-approved assessment test results, and other assessment data to identify goals that will further student achievement. The analysis of data will shape instruction for individual students, and it will also guide the school in program development. Progress towards these goals will be frequently measured during classroom instruction and by the aforementioned methods. Instruction will focus on enhancing the areas of strength and supporting student achievement in the areas of need. Students will also be involved in formative self-assessment of their progress, and they will be guided to reflect on their own approaches to learning. Teachers will use all assessment data to develop and refine the school's curriculum as well as teaching strategies, instructional materials and texts, share best practices, and collaborate in planning curriculum during professional development meetings. Anahuacalmecac will examine and refine the tools used to assess student performance over time to reflect the school's mission and any changes to state or local standards that support such mission.

Student Assessment Methods in the IB Middle Years Program

Teachers create continuous assessment accounting for specific criteria that correspond to the objectives set forth for each subject. At the same time, there is also an emphasis on self-assessment and peer-assessment. Teachers are responsible for structuring diverse assessment tasks in order for students to demonstrate their academic achievement and understanding of the subject explored. Some of the methods include: open-ended questions, problem-solving activities and investigations, organized debates, organized individual or group presentations that demonstrate analysis and reflection.



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY

An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
 Email: info@dignidad.org • www.AIUPWorldSchool.org
 Semillas Community Schools

"Somos Semillas, Somos Tenaces.
 We are seeds. We are Relentless."

The assessments measure both qualitative and quantitative achievements that provide insight on the process students took to achieve their final project as well as their overall mastering of the subject. The Personal Project in the final year also provides a means of assessment through which a deeper real life application of the program is demonstrated. Students are expected to choose their project, which can take many forms, and take the process through to completion under the supervision of a teacher in the school. This involves planning, research, and a high degree of personal reflection. The Personal Project is assessed by teachers against a set of IB developed assessment criteria.

Additional Methods of Measuring Student Performance State Priority Aligned Highlights

Form of Assessment	Grades Assessed	Subject	Description	When it's administered
Formative assessments	K-12	All subjects	Formative tasks that lead to the development of the summative assessment and measure specific skills are assessed. Students are provided with feedback and with the opportunity to improve their work towards the completion of the summative task. Teachers report progress to parents at least 1x per week via daily logs.	Formative tasks are assessed daily, however, two pieces of work are recorded every two weeks.
Summative Assessments	K-12	All subjects	Summative tasks are assessed at the end of every unit using IB rubrics. Students write reflections about their work and report out to their parents during student-led conferences, where parents also complete reflections related to their child's progress in the program.	Every 4-6 weeks



ANAHUACALMECAC

INTERNATIONAL UNIVERSITY PREPARATORY
An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."

Digital Gradebook (Such as PowerTeacher)	K-12 Grade	All Subjects	A management system used for calculating and organizing, student assignments, and grades. This program can automatically calculate and create progress reports for parents, students, teachers, administration, tutors and governing board.	Once a week
Online Assessments Reporting System	K-12 Grade	All subjects	An Online Assessment Reporting System that is used as a tool for measuring how students are meeting Common Core and IB standards This tool also provides Benchmark reports for all grades levels.	End of Unit: Every five to six weeks
Periodic CCSS aligned computer adaptive periodic assessments (i.e. MAPs)	2 nd – 11 th Grade	Mathematics, Language, Reading	Online periodic assessment, which serves as SBAC Preparation for students 2 nd -8 th . As an adaptive exam, it serves as a tool for measuring how students are meeting common core aligned targets. This is a tool for administration, teachers, tutors, the special education team in order to make informed decisions.	Periodically 3 times an academic school year: · October · February · April

Posted on our website and in the student handbook.



ANAHUACALMEAC

INTERNATIONAL UNIVERSITY PREPARATORY
An International Baccalaureate World School



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •
Email: info@dignidad.org • www.AIUPWorldSchool.org
Semillas Community Schools

*"Somos Semillas, Somos Tenaces.
We are seeds. We are Relentless."*

- [1] "The method by which pupil progress in meeting those pupil outcomes is to be measured." Cal. Ed. Code § 47605 (b)(5)(C)
- [2] See Kohn, 1999
- [3] See Blount 1996, Barr 2000 and Archibald and Newmann 1992
- [4] *ibid.*, 2000
- [5] Archibald and Newmann 1992
- [6] Wiggins, 1989