

Notre Dame Preparatory School and Marist Academy Middle Years and Diploma Program Assessment Policy

Purposes of Assessment at NDPMA

- To promote individual student competency in all subject areas
- To allow students to exhibit knowledge, understanding, skills and personal growth
- To provide the student with feedback based on given criteria within each subject area so students may gauge ongoing progress and discern areas for improvement
- To provide students with the opportunity to demonstrate higher order thinking skills
- To encourage an open dialogue to discuss the measurement of a student's growth and its role in academic success within the entire school community (students, faculty, staff, and parents)
- To encourage reflection and life-long learning

Types of Assessment

NDPMA relies on a variety of formats which allow for both formative and summative assessment. Inherent in these assessments are pre-assessment strategies and reflective opportunities. The students are given the opportunity to demonstrate prior knowledge and what they anticipate learning before starting a unit. These pre-assessment strategies encourage clearer overall assessment. Students will be pre-assessed through a variety of strategies including: observation, open ended questions, and pre-writing. Prior to summative assessment tasks, teachers will introduce rubrics (based on DP objectives/criteria for assessment), articulate clearly the content necessary for the assessment task(s), and model previous samples of assessments. During the course of the unit, formative assessments will be given, including but not limited to quizzes, homework, group activities (jigsaw, think pair share, etc.), and labs. Ongoing reflection includes the use of developmental workbooks in the arts, process journals, and other reflection strategies that enhance learning. These assessment strategies will provide feedback to teachers and students, demonstrating if and how students are achieving objectives. Summative assessments such as essays, unit tests, 1:1 student to teacher conferences, unit projects, and oral presentations, which allow for creative expression of students' content/conceptual understandings, will be graded with criterion-related rubrics, giving accurate feedback to the student and teacher.

Recording and Reporting of DP & MYP Grades

NDPMA grades are recorded by teachers in the FAWEB grading system. Throughout the year, students and parents may view grades on NetClassroom (the parent/student side of FAWEB) and final grades are reported to students and parents through report cards, two times per year. Additionally, Marist Academy students and parents receive progress reports four times per year.

Students are given graded rubrics on summative assessments, which can be shared with parents, and the recording of grades is based on points or percentages, coming from a common conversion scale. Rubrics are also posted on PowerSchool, NDP's virtual classroom. A PowerSchool International Baccalaureate tab has been added for all Diploma Program students (as well as anticipated students) in order to communicate the schedule of internal assessments, May testing information, CAS information and Extended Essay information and due dates. As many students change teachers at the semester for year-long courses, Diploma Program teachers meet at the beginning of semester two to review and share any internal assessment data (interactive orals, PSOE's, etc.) that are part of a student's final assessment.

IB Learner Profile

The IB Learner Profile attributes are woven through all aspects of the school. All teachers have the Learner Profile attributes posted in their classrooms and make reference to the them throughout the year. Teachers also model the Learner Profile and commit to these traits, aligned with those of our school's mission statement. Throughout the school there are signs, bulletin boards, and posters that highlight the attributes and are regularly updated. Within the classrooms, learning activities allow students to focus and reflect on their strengths and areas of improvement. They also identify significant figures, historical and present day, and the attributes they strongly reflect.

Inclusion Policy

Notre Dame Preparatory and Marist Academy accepts students of proven ability from any race or ethnic origin. Although the school serves a predominantly Roman Catholic population, applicants from other denominations or religious traditions are welcome. Admission to NDPMA is based on a student's admission application, academic record, current school recommendations, results of academic testing and a satisfactory personal interview. As NDPMA is a private school, it does not receive funding to offer accommodations to students with special needs, such as learning disabilities, mental or emotional difficulties, and physical disability or handicap. In the Middle and Upper Division, full time counselors are available to assist students with emotional, social, mental, and educational needs. A freshman study skills class is offered for students needing extra attention with organizational skills, time management, note-taking, or other skills needed to be successful in high school college preparatory classes. Teachers may provide assistance by providing after school help or differentiating teaching strategies to maximize student potential. For students within the school who are accepted with special needs, additional time or other adjustments may be given for evaluation and assessment at the administrator's/teacher's discretion.

Honors classes are available in math and Spanish for Middle Division students. Honors and AP classes are offered for higher achieving students in MYP levels 4 and 5, preparing them for the rigor of the Diploma Program.

Updated October 2018

In alignment with the expectations of the International Baccalaureate and the College Board, NDPMA students requiring special arrangements for IB and AP examination sessions will be required to meet with their counselor, administrator or program coordinator to identify the issue and determine and establish a plan of action when required. The procedure for establishing and providing accommodations during IB and AP examination sessions will be comply with the principles established by the International Baccalaureate Organization and the College Board.

Note: Please see the NDPMA Special Needs Policy for further details.

Academic Honesty Policy and Assessment

In accordance with our Academic Honesty Policy, academic honesty is a value system that promotes integrity and is a practice of good learning as related to assessment practices.

We believe in a multi-faceted academic community of teachers, administrators, students, parents, and media specialists who:

- Encourage and demonstrate honesty
- Give specific guidelines for using resources and information
- Offer clear expectations and consequences

Students will be expected to demonstrate academic honesty:

- Personally, through discussions on integrity, confidence, independence, and self-evaluation
- Socially, through collaboration, group work, peer evaluation, and acknowledgment of other students' work
- Technically, through specific and professional recognition of sources and other work, and application of bibliographic and reference skills.

Note: Please see the NDPMA Academic Honesty Policy and Responsible Use Policy for further details.