



SECONDARY SCHOOL OFFICE AMERICAN NICARAGUAN SCHOOL

American Nicaraguan School Assessment Philosophy

At the American Nicaraguan School, we are committed to using a variety of assessment tools to gather evidence of learning. Assessment helps us to know our students and guide our instruction. Our students become critical thinkers, global citizens, and leaders of their own learning. Students reflect on their growth with consistent, quality feedback.

Rationale

- Implement research-based, best practices in assessment
- Align a school-wide framework for assessment practices
- Students will use assessment data to reflect on their learning and set goals for growth

Aims and Objectives of Assessment

- Assessments are designed to measure individual mastery of learning standards
- Assessments support and encourage student learning by providing feedback on the learning process, promote positive student attitudes towards learning and provide opportunities for student reflection and growth.
- Promote a deeper understanding of subject area content by encouraging student inquiry set in real world context through our core values to develop essential skills.
- Assessment is designed to assist students' development of critical thinking and self-evaluation skills and provide them with opportunities to guide their learning and inquiry.
- Assessment practices recognize student diversity and individual learning needs.

Assessment

Authentic assessment allows teachers to effectively modify or accelerate learning based on how the student performs. Our goal is to meet students where they are in the learning process and to close gaps, should the need arise. Instructors will use two types of assessment: Formative and Performance.

- **Formative assessments** provide information needed to adjust teaching and learning while they are taking place. Formative assessments are *for* learning and teachers are able to select from a variety of tools, in order to measure and assist, while learning is taking place.

Examples include (but are not limited to): Observations, Reflections, Journals, Self/Peer Assessments, Homework, Research Checkpoints, Rough Drafts, Annotations, and Group Projects

- **Performance-based assessments** allow each student to demonstrate mastery of the specific standards and skills developed for each unit. These assessments *of* learning provide evidence for evaluating student achievement through an assortment of tools.

Examples include (but are not limited to): Tests, Presentations, Quizzes, Independent Projects, Socratic Seminars, Essays and Portfolios