CNG Assessment Model & Protocol

Educating the mind, strengthening the body, and developing character for leadership and service in the world of today and tomorrow.

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Cra 2ª Este No. 70-20 Bogotá, Colombia | PBX 2123511 | Fax 2113720 | www.cng.edu

Revised for August 2014
The evaluation of learning is an integral part of the teaching/learning process. The school has taken into consideration the requirements of the Colombian education law (Decree 1290, April 16, 2009), U.S. accreditation requirements, and the professional views of the teaching staff at CNG. The CNG plan for assessing student performance has been broadened to meet the individual needs of students. At the same time, the quality of the program will not be lessened, as standards will be maintained at a high level. Opportunities must exist for students to demonstrate academic achievement through means other than a written examination. We believe in a balanced approach wherein traditional paper, pretests are used judiciously, along with other forms including conferring, informal observations, performance assessments, and portfolios. Assessment may include portfolios of individual assignments, projects, verbal presentations, and other forms of non-traditional assessment. Students with special academic needs who are served through the Learning Center may be given alternative assessments for measuring how much they have learned.

Evaluation policies and procedures set forth the grading process as well as strategies designed to help each child to succeed in school. Students are expected to meet the standards of the school as evidenced by the assessment process.

CNG ASSESSMENT BELIEF STATEMENT

At CNG student learning and growth are our greatest priorities. We use assessments to determine and communicate what students know and are able to do, as well as to motivate engaged learning.
CNG ESSENTIAL AGREEMENTS ABOUT ASSESSMENT

As a faculty and staff, we are committed to the following:

1. Grades will be based on academic achievement aligned with our four-point grading scale.
2. Grades will be based on what students know and are able to do relative to the benchmarks taught.
3. Grades will be determined using appropriate and clear performance standards. This will include clear descriptions of expectations through the use of rubrics/scoring guides, and these will be communicated in advance to students.
4. Student behavior/life skills will be graded separately from academic achievement, with the exception of late work and academic dishonesty at Middle and High School.
5. Teachers will use a range and balance of quality formative and summative assessments.
6. The grade of “4” should be achievable on assessments. Teachers will ensure that students understand what is expected to achieve a “4” and are provided opportunities to demonstrate learning at the highest level.
7. Students are expected to complete and turn in all assignments on time. In Middle and High School, students will be provided the opportunity to remediate missed assignments within two weeks. In addition, students in Middle and High School may not be eligible to receive course credit/pass the course if they do not complete and turn in all assignments.
8. When work is submitted late by students, there will be consequences in order to reinforce the importance of student commitment to learning. In Middle and High School missing work will receive a ‘0’. If missing work is turned in within two weeks, a “2” is the highest grade that can be earned.1
9. Teachers will provide meaningful and timely feedback on all assignments to learners. Grades will be updated electronically every two weeks, at a minimum. Community members are expected to keep track of student data through the school systems on a regular basis.
10. In general, homework should be considered informal formative assessment and be aligned with the CNG Homework Philosophy & Practices.
11. In cases of academic dishonesty, there will be systematic follow up and developmentally appropriate consequences to reinforce the importance of academic honesty as outlined in our Code of Honor.2
12. Teachers will not give extra credit or bonus points, factor attendance into grades, or grade on a curve. Students with an excused absence get one day for every day missed to make up missing work. Students will be given individual grades on group projects. Teachers will provide opportunities for students to reflect on their learning.

ASSESSMENT STRATEGIES AND DEFINITIONS FOR CNG’S ASSESSMENT MODEL

• FORMATIVE ASSESSMENT
  Assessments, evaluations, class activities, homework, conferences, and/or observations directed toward a learning goal and carried out consistently during a learning interval (unit, chapter, section, quarter) results in feedback that may be written and may or may not be graded. Formative feedback should drive instruction and modification to lesson planning based on the results of the student(s). There should be on-going, multiple, formative assessment. Students should receive feedback on formal formative assessments before summative assessments.
  - Formal Formative Assessment – any reported feedback in the grade book before a summative assessment of the learning interval. Examples include: exit slips, warm-ups, class work, paper/pencil, journals, quizzes, activities, presentations, etc.
  - Informal Formative Assessment – on-going gathering of information on which students get feedback but there is no reported grade such as observation, anecdotal notes, most homework, using the checkmarks to communicate that a task was completed, etc.

• SUMMATIVE ASSESSMENT
  Assessments and evaluations that are carried out at the end of a learning interval (unit, chapter, section, quarter, etc.) In advance, students and parents are made aware of what summative assessments will occur and what they will cover. Multiple summative assessments are expected for each learning interval. Examples include: quizzes, tests, essays, labs, presentations, debates, projects, etc.
  - STANDARDS
    A part of or an entire benchmark.
  - LEARNING GOAL
    A K-12 statement of what students will understand and be able to do within a specific subject area.
  - BENCHMARK
    A specific learning goal for particular grade level and subject.
  - STANDARDIZED ASSESSMENTS
    We use results of these assessments to reflect on student learning and our program; however, these results are not reflected in subject grades. Examples are MAP, AP, Grade, Stanford Achievement Test 10, CELF, Saber, Pre-Saber, SAT, etc.
1. **Middle School & High School**

In addition to the above, students who turn in late work will have the following additional consequences on a quarterly basis for missing work:

**First Time:**
1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
2. Teacher invites student to Opportunity Day. Student should attend Opportunity Day within the next two days or as agreed with teacher.
3. Student’s behavior/conduct grade for the assessment reflects the work being turned in late.

**Second Time:**
1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
2. Teacher requires student to attend Opportunity Day. Student should attend Opportunity Day within the next two days or as agreed with teacher.
3. Student’s behavior/conduct grade for the assessment reflects the work being turned in late.

**Third Time and Beyond:**
1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
2. Teacher refers student to office through referral process.
3. Student’s behavior/conduct grade for the assessment reflects the work being turned in late.

**FOOTNOTE CONSEQUENCES**

Parents will be informed of the steps taken by the Office. These steps are taken by the Administration upon referral from one or more teachers.

1. Student is assigned lunch detention through the Office. Parents are informed by the Office.
2. Student is assigned detention through the Office.
3. Student is assigned in-school suspension through the Office and student will be removed from extracurricular organizations and sports for the duration of the quarter.
4. Student is assigned out-of-school suspension through the Office.
5. Student is placed on Behavior Probation due to Missing Work.

**ACADEMIC DISHONESTY**

CNG believes in the importance of teachers ensuring that students receive direct instruction and guidance to understand plagiarism and the correct use of citations acknowledging the use of the direct words of other authors. The school provides various resources including Turnitin.com for student and faculty use in order to check for correct citation as well as to take proactive steps to identify inadvertent “cut-and-paste” plagiarism.

1. Teacher takes steps following the protocol stated in the Academic Dishonesty and Plagiarism document.
2. Teacher informs parents via email, copying Office, as well as refers student to office through referral process.
3. Teacher may require student to re-do the work.
4. Student’s behavior/conduct grade for the assessment should be a 1.0.
5. Please note that students may be placed on Behavior Probation due to Academic Dishonesty.
### CNG Assessment Model & Protocol

#### Developed by CNG Assessment Task Force 2011 - 2012

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<th>CNG Descriptors</th>
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**CNG Internal Grading Scale**

Zeros are used in Middle and High School for missing work and academic dishonesty only.

All assessments must include the possibility of earning a 4.0.

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#### Comparative Grading Scales

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