Middle River Middle School
IB MYP Assessment Policy

Our Assessment Philosophy

Middle River Middle School is committed to the philosophy and standards of IB curriculum, teaching, and assessment practices. We teach the Middle Years Programme (MYP) in grades 6, 7, and 8. Our vision, "Middle River Middle School will prepare all students to graduate as 21st century learners to become competitive in tomorrow's global community," sets high expectations for students and establishes goals for teachers, counselors, and administrators to guide students to develop academic and affective skills.

We believe that:

1. All students can learn and develop their academic skills.
2. Students have differing learning styles and abilities, different experiences, expectations and needs and may perform differently according to the context of learning.
3. Students should know their achievement levels and areas for improvement and see self-assessment and peer assessment as natural parts of the learning process.
4. Students should desire growth and be intrinsically motivated; however, teachers inspire growth and excitement and model lifelong learning.
5. "Learning" may be academic, personal, cultural, or social; but, it should be joyful and full of inquiry.
6. Effort is more important than ability in defining what "success" is.
7. Consistent work and completion of formative tasks increase summative achievement.
8. Summative assessments should be authentic and meaningful; all formative tasks should promote skill development.
9. Students should receive feedback this is timely and meaningful.
10. Self-reflection is important in developing understanding and personal growth.
11. Approaches to Learning are essential skills in becoming a capable and self-aware person.
12. Students should be engaged in inquiry based learning that takes a global approach, and they must also have a healthy life outside of school.

Our teachers are committed to

• providing meaningful learning experiences and assessments; • giving frequent, detailed feedback about students' strengths and areas for growth; • providing opportunities for students to self-evaluate and peer evaluate their work; • reporting timely and meaningful assessment data to parents and guardians; • working cooperatively to use assessment data to meet students' learning needs; • collaborating with other teachers to refine assessments, analyze data, plan • assessments to minimize student stress, and share best practices; • familiarizing students with and practice using IB assessment rubrics.

Our Beliefs about Assessment and Learning

Our system-wide grading practices:

BCPS Core Beliefs

1. Learning is our core purpose.
2. Effective teaching is the most essential factor in student learning.
3. Effective leaders support learning and optimum performance at all levels.

4. BCPS is committed to ensuring that every student learns and succeeds, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability.
5. Every student will be successful when provided high expectations and sufficient, appropriate supports.
6. Organizational development is essential to BCPS' becoming a world-class school system.
7. Trusting relationships and commitment to our core values will foster learning at all levels.
8. Input from students, parents, employees, community members, and all BCPS stakeholders is essential.

BCPS' Purpose

BCPS commits to all stakeholders to provide equitable, accurate, specific, and timely information regarding student progress towards agreed-upon common course expectations, as well as feedback for next steps and growth areas. Grades will communicate what students know and can do.

1. **Equitable:** The same work, completed in two different classrooms, should receive the same grade.
2. **Accurate:** Grades are based solely on achievement, which means other factors like behavior and attendance are not used to calculate a grade.
3. **Specific**: Grading practices should be so clear that students should be able to tell teachers what grade they have earned, even before the teacher calculates it.
4. **Timely:** Feedback to students is so timely that students can actually use that feedback right away to improve their performance on tests

BCPS' Guiding Practices
1. Grading practices must be supportive of student learning.
2. Marking-period grades will be based solely on achievement of course or grade-level standards. Classroom conduct, work completion, and ability to work with others will be reported separately using the BCPS Skills and Conduct Indicators.
3. Students will have multiple opportunities to demonstrate proficiency.
4. Grades will be based on a body of evidence.
5. A consistent grading scale will be used to score assignments and assessments in the learning management system.
6. Accommodations and modifications will be provided for exceptional learners.

Middle River Middle School's Grading Practices
1. Each teacher will design lessons from the BCPS Curriculum and format in the MYP Unit Planner, as appropriate.
2. The curriculum is divided into units.
3. Using the IB unit planner model, the teacher will identify key targets from the units that students must learn/demonstrate using the IB Criterion and Strands.
4. Grades will be calculated based on the students' product which demonstrates their understanding of these targets. Grades will be based on a body of evidence and scored based on specific criterion (from BCPS and the IB) and focus on students' ability to think analytically and critically, to integrate and apply their learning, to work collaboratively and to communicate what they have learned in writing and orally.

5. Students will have multiple opportunities to demonstrate the understanding.
6. Differentiation occurs when necessary for students to demonstrate their understanding. Multiple intelligences are applied to formative assessments to foster critical and creative thinking. Emphasis on higher-order cognitive skills supports inquiry-based, constructivist learning.
7. Progress reports are issued once during each nine-week period. Report cards are issued at the end of each quarter. Parent/teacher conferences are scheduled four times a year. As needed, teachers consult with parents on an individual basis.

How do we grade?

There are two Categories

1. Major Assignments --Curriculum Assessments
2. Minor Assignments ---Teacher Evidence

Students will be graded on a 50%-100% scale. If a student scores lower than a 50% or does not complete an assignment, they will receive an "LS"- which calculates to 50%.

e.   The overall calculation for the Quarterly grade will be set as

1. Major Assignments---33%
2. Minor Assignments---67%

Grading for IB Courses

1. All MYP grading is standards-based and focuses on grading achievement over time.
2. There are no categories for homework, classwork, quizzes, and tests.
3. Behavior is not graded, such as points being taken off of an assignment for late work, lateness to class, or presentation.
4. An "assessment" is an evaluation of a skill, and a "grade" is the final, numerical representation of an achievement level at the end of a grading period based on the IB rubrics.
5. A student's quarter grade represents only a snapshot of a student's performance and is useful for communicating current achievement to the student and family. Quarter grades are not averaged to produce a final year grade.
6. IB Rubrics are used to determine IB Achievement levels when an IB unit has been implemented.
7. A student's year-end grade reflects growth as well as achievement and is reported as a traditional letter grade according to BCPS policy and an IB Achievement Level (1-7) by the time of Evaluation.

What assessments should do:
1. All assessment should inform, enhance, and improve teaching.
2. All assessments must be integral to the learning process and not "busy work." Therefore, all formative assessments must be aligned with summative tasks and specific rubric criteria for the MYP.
3. We believe that assessments should be as authentic and engaging as possible.

Beliefs about students and learning:
1. Timely and meaningful feedback is important to guide student learning and assessment.
2. There should be opportunities for students to exhibit transfer of skills across disciplines and in unfamiliar situations.
3. Should support the holistic nature of the IB programs and take into account the development of the whole student.

What teachers should do:

1. All teachers of MYP subjects must internally standardize summative assessments before final achievement levels are awarded to students. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how these are applied.
2. Teachers should provide models of strong performance against a rubric for student evaluation and analysis. These models can come from internal standardization.
3. Teachers should practice "best fit" grading where a rubric grade reflects the most consistent and representative achievement in a grading period (quarter, semester, or year).
4. Through effective **formative** assessment, teachers gather, analyse, interpret and use a *variety* of evidence *to improve student learning* and to help students to achieve their potential.

Defining Formative and Summative Assessment

All grades, tasks, or assignments are either 'formative' or 'summative'. We define this as:

Formative assessment

Formative assessment is ongoing assessment aimed at providing information to guide teaching and improve student performance. It is assessment <u>for</u> learning, and is a chance to rehearse the content and skills needed to be successful on a summative task.

1. There may be many formatives in a unit, and they can take many forms such as draft writing, teacher observations, quizzes, homework, classwork, class discussions; they may be written, oral, or performance-based. They may be formal or informal.
2. They can be assessed by the student, a peer, or the teacher (or any combination). We recognize that peer- and self-evaluation are important aspects of learning.
3. Formatives should be completed in a specific order to lead up to a summative.

Summative assessment

A summative assessment is the culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives. It is assessment <u>of</u> learning.

1. There is usually only one major summative per learning unit. Summatives must be completed as part of classwork, or a significant proportion of classwork, and generally are not completed purely as homework.
2. All summatives at MRMS should reflect MYP assessment practices (when an IB unit is being assessed).
3. All final grades for a quarter or semester are produced only from summative (major and minor) grades. Formative grades are not calculated as part of a final grade.
4. Failure to complete a summative will earn a grade of 0/7 and be converted to an "LS" per BCPS policy.
5. Some summatives may be resubmitted, if expressly allowed by the teacher and only if all required steps and conditions are completed. See the Revision Policy below for more.

Homework Policy

Homework is formative and should support student growth and learning. It should provide essential skill development and be directly linked to a summative task. We believe that homework should:

1. Be <u>purposeful</u> for the student in developing understanding and skills; it must link directly to a summative.
2. Prompt student <u>ownership</u> of learning and understanding.
3. Develop <u>competence</u> in a skill, task, or body of knowledge.
4. Be <u>engaging</u> and relevant to students.

Homework tasks may include:
1. <u>Practice</u> to support skill development and review of learned concepts, such as math problems, foreign language speaking tasks, and historical and science readings.
2. <u>Preparation</u> for upcoming units such as literary readings in English courses and vital stages in the writing or research process for all classes.
3. <u>Extension</u> of classroom tasks for completion such as technology projects, science lab reporting, and fine art projects.
4. Self Assessment and <u>Reflection</u> such as journaling in the personal project stages

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Missing or Incomplete Work

Meeting deadlines is an important practice for learning, IB assessments, and college readiness. When student work is not submitted on-time it jeopardizes progress and is indicative of a skill or organizational concern.

When assessment measures are missing or late, we:
1. May use additional means to retrieve or collect evidence such that a true determination of student learning is evaluated,
2. May permit students until an agreed-upon time to complete the assessment,
3. Provide for teacher discretion in the process and timeline set for a student. However, the final deadlines and requirements specified by a teacher on assignment instructions are final.
4. Provide PRIDE time once a week for enrichment and makeup work.
5. Communicate with families, parent/student meetings,

Approaches to Learning (ATL's)

Through approaches to learning in IB programmes, students develop skills that have relevance across all areas of learning and help them "learn how to learn". Approaches to learning can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. Approaches to learning help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language for students to reflect on, and articulate how, they are learning. They prepare students for success in their studies and life beyond school.

- All teachers are responsible for integrating and explicitly teaching ATL skills
- ATL's are essential for transferring the practice of formatives to successful completion of a summative.

Over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps students:

- reflect purposefully on their learning (metacognition)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

The IB recognizes five ATL skill categories, expanded into developmentally appropriate skill clusters:

ATL Skill Categories	ATK Skill Clusters	Examples of Skills
Communication	1. Communication	• Exchanging thoughts, messages and information effectively through interaction. • Use appropriate forms of writing for different purposes and audiences • Reading, writing and using language to gather and communicate information • Preview and skim texts to build understanding; take effective notes in class
Social	1. Collaboration	• Working effectively with others. • Practise empathy, take responsibility for one's actions, negotiate effectively, • Encourage others to contribute, exercise leadership, • Give and receive meaningful feedback, advocate for one's own rights.
Self-Management	1. Organization	• Plan short- and long-term assignments, meeting deadlines, • Create plans to prepare for assessments, set goals that are challenging and realistic, • Bring necessary materials to class, • Use appropriate strategies to organize complex tasks and information.

	1. Affective		• Managing time and tasks effectively. Practice focus and concentration, practice strategies to overcome distractions; • Demonstrate persistence and perseverance, • Practice strategies to reduce stress and anxiety, • Practice analyzing and attributing causes for failure, practice positive thinking, • Practice dealing with disappointment and unmet expectations.
	1. Reflection		• Consider the process of learning; develop new skills and techniques/strategies for effective learning, • Demonstrate flexibility in the selection and use of strategies, • Consider content, skill development, and personal learning strategies. • Consider ethical, cultural, and environmental implications.
Research	1. Information Literacy		• Finding, interpreting, judging and creating information; • make connections between various sources of information, • process data and report results, understand and implement intellectual property rights, create references and citations, identify primary and secondary sources.
	1. Media Literacy		• Interacting with media to use and create ideas and information • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats
Thinking	1. Critical Thinking		• Practise observing carefully in order to recognize problems, • Recognize unstated assumptions and bias, • Formulate factual, topical, conceptual and debatable questions, • Propose and evaluate a variety of solutions, • Troubleshoot systems and applications
	1. Creative Thinking		• Generating novel ideas and considering new perspectives • Consider multiple alternatives, including those that might be unlikely or impossible, • Apply existing knowledge to generate new ideas, products or processes • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments

	1. Transfer	• Using skills and knowledge in multiple contexts
		• Apply skills and knowledge in unfamiliar situations
		• Make connections between subject groups and disciplines
		• Combine knowledge, understanding and skills to create products or solutions

Strategies and Practices we use to develop ATL skills:
1. All units are planned to incorporate ATL skill development, and all formatives must explain an ATL link to a summative.
2. Explicit teaching through Flex lessons for 7th graders; explicit learning opportunities in all subject groups
3. Promotional and awareness campaigns, newsletters
4. Reflection and buddy-systems in classes

Using Schoology to Record Grades

1. All formative and summative grades are recorded in Schoology, our Learning Management System. Formative assignments may use criteria grades or comments.
2. Any and all IB scores are converted to BCPS grades for grading and reporting purposes in Schoology. Non-IB assessments are not converted to IB scores (only IB->BCPS).
3. AN IB-> BCPS Conversion scale is provided to teachers, students, and families.

Parent Access to Schoology
It is essential that all parents have access to Schoology and receive all email updates. All parents will be provided access to Schoology and assistance in setting up their accounts.