

Rosa International Middle School Assessment Guidelines

Philosophy

Assessments provide data and allow for analysis regarding student performance. They identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

Purpose of Assessment for Teachers:

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

Purpose of Assessment for Students:

- To provide consistent, timely feedback and opportunity for reflection
- To have a benchmark for what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

Purpose of Assessment for Parents:

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of curriculum

Principles of Assessment:

- Tasks will be designed to appeal to a variety of learning styles.
- Assessments will be differentiated to account for students' diverse needs.
 - Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning, and real world contexts.
- Students with identified learning needs will receive accommodations based on their learning plans.
- All work submitted for assessment must be the student's own work. • Students will receive timely and meaningful feedback on their performance on assessment tasks.

- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessments.

Common Practices in Using MYP Criteria and Determining Achievement Levels

“The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.”

MYP Criteria for All Subject Areas

To determine a student’s achievement level, teachers use a criterion related approach. This means that student performance is measured against prespecified assessment criteria based on the aims and objectives of each subject area. It is not norm referenced, where students are compared to each other; nor is it criterion referenced, where students must master all strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by criteria that are public and transparent to determine a student’s achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

Process for Standardization of Assessment Scoring

Grade level and subject area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among MYP teachers. The process of standardization is revisited by MYP Coordinators at least once per year.

Common Practices for Recording and Reporting

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed multiple times during the school year.

- Reported MYP scores are based on more than one assessment task. • Teachers employing standards based grading use MYP Criteria for all assessments during the year.
- Teachers use the Year III rubric appropriate to students' year in the programme. Seventh grade teachers use the Year III rubric consistently. • MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades; or determining MYP grades by combining homework, classwork, and test grades.
- Rubrics are designed by the IB and made tasks specific by the teacher (possibly collaboratively with students) as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by instructor.

Types of Assessment

- Teachers assess all content areas through formative and summative assessments. In addition to quizzes and tests, other forms of assessment are utilized to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment). Interactive Notebooks, Digital Portfolios, and Process Journals may also be used. All students complete the Personal Project as a culminating experience.

Pre-Assessment

- Assists the teacher in planning learning activities for the unit
- Activates prior knowledge
- Accesses what students want to learn about

Formative Assessment

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods; however, it is not used to determine a final MYP score
- Involves students as they reflect on their own Approaches to Learning

Summative Assessment

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks to prepare for the assessment

District Common Assessments

- Language Acquisition Proficiency Exam: Spanish and French
- Middle School Subject Area Assessments
- Final Exams in Accelerated 7th and 8th Math Classes

Reporting to Parents

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Information Night
- Communication of class specific information: E-board, Google Classroom, and/or Student Assignment Notebooks
- Genesis online gradebook
- Teacher and/or Counselor emails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Report Cards (four at middle school)
- School displays
- IEP: Individual Educational Plan for Special Education students

Grading Guidelines

Each subject area teacher's grading Guidelines and curriculum materials will be communicated to parents at the beginning of the school year.

Please refer to CHPS district policy

<https://www.straussesmay.com/seportal/Public/DistrictGuidelines.aspx?Guidelinesid=2622&search=Student+Assessment&id=156a7a52f82541a39b6bf662747b92f1>