**Angelo Giaudrone Middle School**

**IB MYP Assessment Policy**

The Assessment Policy is a document used collectively by the staff of Giaudrone. It was created in alignment with the school’s mission and vision statements, as well as the Middle Years Program (MYP) standards and practices. This document provides an overview of the school’s beliefs and practices regarding the purpose and use of assessments. Additionally, this policy aims to provide uniformity and clear expectations for students, families, staff, and administration regarding assessment policies and practices.

**Assessment Philosophy**

Assessment is an essential part of the teaching and learning process. A variety of formative and summative assessments are used before, during, and after learning experiences as a means of ongoing communication between teachers, students, and families. The goals of these assessments are to improve instruction, support student learning, and measure student growth.

Frequent and purposeful **formative assessments** are used to monitor student learning throughout a unit and help teachers adjust instruction. Formative assessment tasks allow students to demonstrate what they know and understand about concepts or standards. This information creates opportunities for teachers to give descriptive feedback to students about their learning and provide concrete next steps in how to improve. This level of individualization in instruction engages students in the learning process and provides appropriate challenge and support for success.

Metacognitive strategies, such as **self-assessment and reflection**, are also used to support student learning. Such opportunities actively engage students in the learning process by challenging them to think deeply about what was learned, strategies used, and reflect on their progress toward the learning target. Using metacognitive assessment tasks also empowers students to determine their next steps and advocate for themselves.

**Summative assessments** occur at the end of instruction and serve as an indicator of student proficiency in the overarching goals or standards of the unit or course. Summative assessments may also include standardized exams, such as the Smarter Balanced Assessments in English Language Arts and Math, the Washington Comprehensive Assessment of Science (WCAS), the PSAT-8, and End of Unit course exams required by Tacoma Public Schools.

Combined, these three types of assessments help to measure qualitative and quantitative student data, record a student’s learning journey toward mastery, and assist teachers in making informed instructional decisions in the best interest of the student.

**Assessment Practices**

Giaudrone teachers create multiple and varied formative and summative assessments aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and MYP assessment criteria to determine what students know, understand, and can do.

All student work is considered evidence of learning.

**Assessment Types**

|  |  |  |
| --- | --- | --- |
| **Assessment Type** | **Examples** | **MYP Year** |
| Diagnostic/Interim | iReady Math & English Language Arts  Performance Matters (Mathematics) | MYP 1, 2, & 3  MYP 2 & 3 |
| Formative | common formative assessments, classwork, class discussions, labs, quizzes, process journals, performances, performance tasks, projects, presentations | MYP 1, 2, & 3 |
| Summative | Smarter Balanced Assessments (SBA)  Washington Comprehensive  Assessment of Science (WCAS)  OSPI Developed Assessments (Individuals & Societies, Physical & Health Education, & Performing Arts)  PSAT-8  End of Course Exams (Mathematics) | MYP 1, 2, & 3  MYP 3  MYP 3  MYP 3  MYP 2 & 3 |

**Recording and Reporting**

Giaudrone teachers will:

· Use standards-based grading and MYP Subject Criteria to report on student knowledge and understanding. Standards-based grading emphasizes the mastery of a standard of performance rather than a completion of an amount of work or averaging of grades to receive a final score

· Use clearly defined rubrics to score assessments and assignments

· Provide multiple opportunities for students to achieve mastery

· Provide timely feedback and regularly report student scores using the district’s adopted learning management system, Schoology

· Provide accommodations for all assessments and activities to Special Education students as outlined in the Giaudrone Inclusion Policy and accordance of policies set forth by Tacoma Public Schools

· Work collaboratively to analyze student data on common formative and summative assessments

Giaudrone teachers will use the IB assessment criteria for assessment tasks. Scores will be reported in Schoology to students and families using a 0-8 scale. At the end of the grading period, a teacher will determine the student’s overall grade by analyzing the student’s collection of evidence. MYP grades will then be converted to a letter-grade using the translation scale below. Grades will be reported on a semester basis, with students receiving a quarterly progress report in each semester. MYP teachers will not average grades.

**Translation Scale**

|  |  |
| --- | --- |
| MYP Score Earned | TPS Secondary Scale Letter Equivalent |
| 8 | A |
| 7 | A- |
| 6 | B+ |
| 5 | B |
| 4 | C+ |
| 3 | C |
| 2 | D+ |
| 1 | D |
| 0 | E |

Information about student progress will also be shared with families during twice-yearly family conferences (fall and spring).

This policy will be available to the Giaudrone community on the school website in the IB section and individual requests for the policy can be sent to the IB Coordinator. The Angelo Giaudrone Assessment Policy will be reviewed regularly by staff, leadership, and other relevant stakeholders in accordance with the MYP Self-study process which occurs every five years. Once reviewed, the policy will be submitted to the Instructional Leadership Team (ILT) for approval.

**Revised June 2022**