

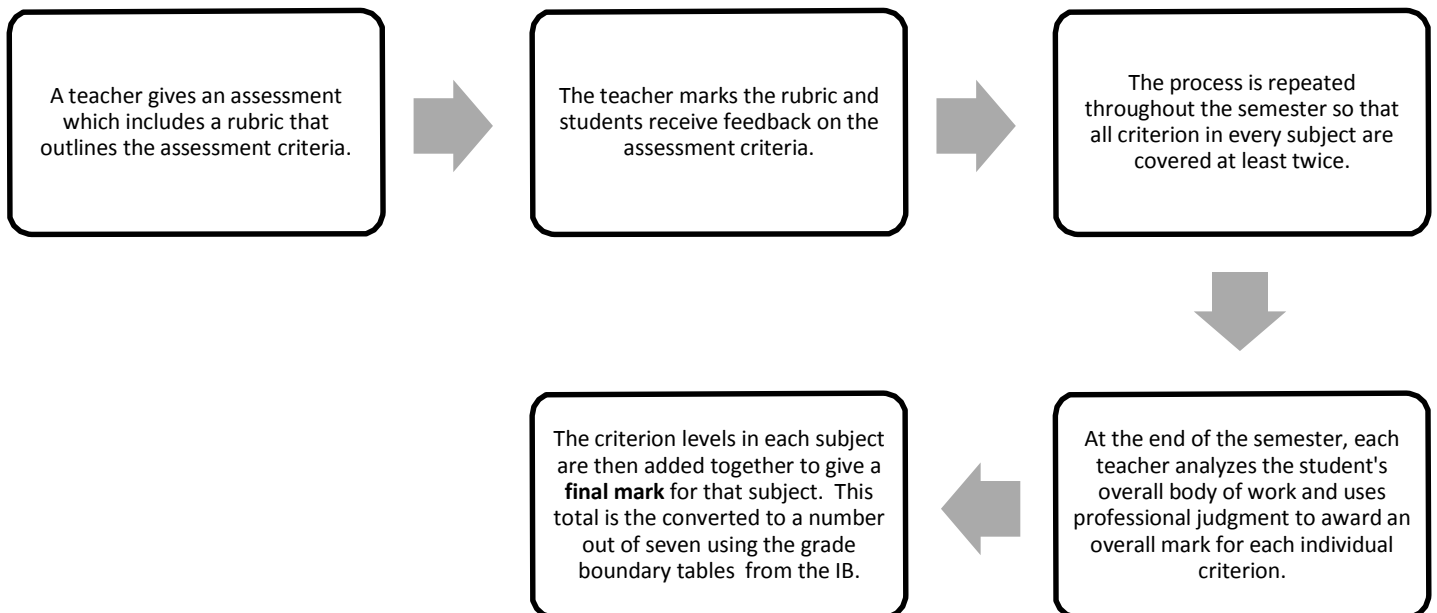
## Assessment Guide – Century Middle School – 2014-2015

Assessment at Century Middle School (CMS) exists to support and encourage student learning. This means that teachers are continually gathering and analyzing data on a student's performance against criteria and then providing him/her feedback to help improve his/her performance. MYP assessment is neither percentage graded nor letter graded. MYP assessment emphasizes individual achievement.

The MYP assessment system at CMS called a criterion-related model and it is important that both students and parents/guardians understand how this assessment works as it is a change from previous practices of grading in a traditional environment.

Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach the highest levels of achievement. It also helps teachers clarify and express their expectations about assignments in a way that students are able to understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

### Assessment in Action at Century Middle School



### What Are The Assessment Criteria?

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the uses of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

The MYP assessment criteria across subject groups can be summarized as follows.



Below are the IB general grade descriptors for the Final Mark grade. A mark on this 1-7 scale will appear under “Final Mark” in the Infinite Campus portal.

Final Mark	Descriptor
1	Produces work of <b>very limited quality</b> . Conveys <b>many significant misunderstandings</b> or lacks understanding of most concepts and contexts. <b>Very rarely</b> demonstrates critical or creative thinking. Very inflexible, <b>rarely</b> using knowledge or skills.
2	Produces work of <b>limited quality</b> . Expresses misunderstandings or <b>significant gaps</b> in understanding for many concepts and contexts. <b>Infrequently demonstrates</b> critical or creative thinking. <b>Generally</b> inflexible in the use of knowledge and skills, <b>infrequently</b> applying knowledge and skills.
3	Communicates <b>basic</b> understanding of <b>some</b> concepts and contexts, with <b>occasionally significant</b> misunderstandings or gaps. <b>Begins</b> to demonstrate some basic critical and creative thinking. Is <b>often</b> inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Communicates <b>basic</b> understanding of <b>most</b> concepts and contexts with <b>few</b> misunderstandings and <b>minor</b> gaps. <b>Often</b> demonstrates <b>basic</b> critical and creative thinking. Uses knowledge and skills with <b>some</b> flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces <b>generally high-quality</b> work. Communicates <b>secure</b> understanding of concepts and contexts. Demonstrates critical and creative thinking, <b>sometimes</b> with sophistication. Uses knowledge and skills in familiar classroom and real-world situations <b>and, with support, some</b> unfamiliar real-world situations.
6	Produces <b>high-quality, occasionally innovative</b> work. Communicates <b>extensive</b> understanding of concepts and contexts. Demonstrates critical and creative thinking, <b>frequently with sophistication</b> . Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, <b>often</b> with independence.
7	Produces high-quality, <b>frequently</b> innovative work. Communicates <b>comprehensive, nuanced</b> understanding of concepts and contexts. <b>Consistently</b> demonstrates sophisticated critical and creative thinking. <b>Frequently</b> transfers knowledge and skills with <b>independence</b> and <b>expertise</b> in a variety of <b>complex</b> classroom and real-world situations.