



Hammond Eastside Magnet School's MYP Assessment Policy



Mission Statement

Hammond Eastside Upper encourages students to become thoughtful and compassionate global citizens by emphasizing empathy, kindness, and reflection in the classroom. Through inquiry-based learning, students pursue an understanding of their role in various communities in ways that are engaging, challenging, and meaningful to life-long learning.

Philosophy

At Hammond Eastside Magnet School, all students are expected to achieve at increasingly high levels.

The purpose of assessment will be to:

- provide feedback to parents, students, and teachers about learning and understanding
- provide data in order to adjust instruction in an effort to accomplish course objectives; subject mastery will be evaluated based on student performance on assessments
- provide students with a means to reflect on their learning
- provide teachers data with which to gauge student growth
- provide parents with relevant data on student progress
- guide planning and instruction so that teachers can support and enhance student learning, rather than to simply generate a grade
- foster international mindedness. Teachers and students reflect on local and global challenges and actively contribute to peaceful resolutions. Students reflect on learning to grow and evolve as lifelong learners making conceptual connections.

Principles and Practices Overview

Teachers will provide relevant and challenging assessments on a regular basis, and feedback will be given in a timely manner to ensure understanding and growth. Students, teachers and parents will evaluate progress by utilizing established monitoring procedures. Teachers will work with their Professional Learning Communities (PLCs) to establish relevant evaluations and use the results of those evaluations to adjust instruction.

Rubrics are presented with the assessment to ensure that students are aware of performance expectations. Scores on assessments are communicated so that students relate their performance to the evaluation. Scoring and grading is used to give meaningful feedback. Teachers use the rubrics as a reference to determine a student's grade, and will focus on the language of the descriptors to determine student achievement levels. Teachers from each grade level and subject area work together in Professional Learning Communities (PLCs) and subject

area meetings with content leaders to normalize their scoring and ensure consistency in student grading and feedback. The IB coordinator and content leaders will deliver ongoing training on scoring procedures and the standardization of grading.

Hammond Eastside Magnet School’s assessment policy committee will continue to consider district wide grading philosophies and practices, and will ensure these policies and practices are aligned with IB assessment philosophies.

Assessments will take a variety of forms and will include diagnostic, formative and summative evaluations. The form of the assessment will match the skill being evaluated. Examples of each assessment category are provided in the table below.

Assessment Type	Examples of assessment
<p>Diagnostic Assessments Given at the beginning of a unit or lesson to provide teachers with data regarding a student’s prior knowledge and skill level.</p>	<p>Pre-Tests Surveys Journals Interviews Teacher Observation</p>
<p>Formative Assessments Interwoven into each unit of instruction. Teachers gather, analyze and interpret data to inform instructional practices. Formative assessments will be scored using specified subject guide rubrics.</p>	<p>Quizzes Class Discussion Exit Tickets Creation of Diagrams/Charts Guided Practice Graphic Organizers Essays Lab Reports Reflections</p>
<p>Summative Assessments Completed at the end of each unit of instruction. These assessments are designed to provide evidence of a student’s understanding of all concepts and content covered in the unit of instruction. Feedback may be delivered through numerical scores, letter grades, a proficiency scale, narrative reports, checklists, verbal reports/conferences, or any combination of the above. Summative assessments will be scored using the criterion rubric.</p>	<p>Final Exams Term Papers Final Projects Presentations Recitals/Concerts Portfolios</p>

*Revised Annually

*Revised May 15, 2023

State Assessment

LEAP: Louisiana students are assessed annually in grades 6 through 8 grades. Students in grades 6 through 8 take assessments in English Language Arts/literacy, mathematics, science, and social studies. The assessments measure proficiency in each subject area and assist in determining whether students have mastered the knowledge and skills for college and a career readiness.

Local Assessment

Benchmark: Each test will be comprehensive and cover the major standards of each grade and subject. Benchmarks will be administered at three points in the school year: beginning, middle, and end.

Common practices for using the MYP assessment criteria and determining achievement levels

- Hammond Eastside Magnet School engages in and has had substantial training around working in professional learning communities using the MYP curriculum model for backwards planning from assessment and the standardization of assessment based on student work.
- Each staff member, with the support of the MYP coordinator and content leaders, engages in collaboration around the four essential questions of PLC's embedded within the MYP Curriculum Model. What do we want our students to know (content, objective, essential questions)? How will we know if our students have learned the material (formative and summative assessment)? What do we do if students have not learned the content/objectives (intervention)? What do we do if students already know the material (differentiation)?
- Interdisciplinary connections, aligned with MYP assessment criteria, will be fostered through PLC collaboration under the direction of team leaders, content leaders, and the MYP coordinator.
- All teachers use PLC meetings to examine results from formative assessments in order to evaluate the effectiveness of instructional practices. Teachers use the IB rubric descriptors to assess student work, and use their PLCs to ensure that all teachers understand and apply the rubrics uniformly and in accordance with IB's intentions. Scores are standardized and reported to students and parents.

IB MYP Assessment Criteria

MYP teachers will assess student performance in their subject areas using rubrics consisting of subject-specific criteria. The criteria for each of the eight MYP subject groups can be found in the table below.

Subject Area	Assessment Criteria
Arts	Investigating Developing Creating or Performing Evaluating
Individuals and Societies	Knowing and Understanding Investigating Communicating Thinking Critically
Language Acquisition	Listening Reading Speaking Writing
Language & Literature	Analyzing Organizing Producing Text Using Language
Mathematics	Knowing and Understanding Investigating Patterns Communicating Applying Mathematics in Real-Life Contexts
Physical and Health Education	Knowing and Understanding Planning for Performance Applying and Performing Reflecting and Improving Performance
Sciences	Knowing and Understanding Inquiring and Designing Processing and Evaluating Reflecting on the Impacts of Science
Design	Inquiring and Analyzing Developing Ideas Creating the Solution Evaluating

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Local and State Requirements:

- LEAP: statewide assessment administered each Spring in grades 6-8
- LEAP Connect: administered to select Special Education students as identified by their IEP's
- ELPT: English Language Proficiency Test: given to any student identified as either speaking a language other than English or having a language other than English spoken in the home, assesses proficiency in reading, writing, listening, and speaking of English Learners K-12.
- End of Course Exam Courses grades 9-12: Algebra 1, Biology 1, English 2, US History

Strategies to implement policies and practices

- Use the MYP curriculum model to backwards plan from assessment to learning activities and formative assessments
- Use rubrics to assess student understanding
- Collaborate with colleagues to create and evaluate assessments and standardize grading by using criterion-related assessment practices
- Emphasize summative over formative assessments in grade books
- Prepare for summative assessments by ensuring that formative assessments provide meaningful practice and feedback on skills and understanding
- Provide students with feedback based on Approaches to Learning and foster their ability to reflect on and choose the skills necessary to achieve mastery of content
- Communicate student progress through a frequently updated online grade book (JCampus) which uses a universal code for missing grades (X for missing, I for incomplete, E for excused, etc.).

Assessments will include rigorous activities that give students opportunities to engage in higher level thinking, such as

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

Responsibilities for students, parents/guardians, and teachers

Assessments encourage **students** to:

- Make learning a priority
- Demonstrate learner profiles on assessments
- Make connections across contents
- Set individual learning goals to build on strengths and improve weaknesses
- Share assessment information with parents

Assessments encourage **parents/guardians** to:

- Work with students and teachers to take advantage of learning opportunities
- Recognize student success and growth and communicate concerns
- Provide a positive learning environment outside school
- Celebrate successes and learning

Assessments encourage **teachers** to:

- Monitor student progress
- Reflect and revise units to meet student needs
- Use data to inform decisions about the student and teacher-led inquiry process
- Provide consistent and meaningful feedback

Grading and Reporting

- All IB students will be assessed according to the IB MYP Assessment Criteria and the Hammond Eastside Magnet district grading Policy.
- IB MYP Assessment Criteria will be used to score *local and district mandated end of unit summative assessments*.
- The students and their parents shall be informed every nine weeks of the student's academic progress using the District mandated report card. These report cards are sent home four times per year at the conclusion of each grading period. These report cards reflect each 6th-8th grade student's academic performance in each course based on *local/district mandated diagnostic, formative and summative assessments* as well as other academic performance criteria. The report cards also reflect the students' attendance including absences and tardiness.
- Students in the 6th and 7th grade will receive a final letter grade score for each course in which they are enrolled. Results for 8th grade students will be reported as a numerical percentage of points earned over points possible.
- A grading system for all subjects shall be used by the school to determine the credit given for each unit using a letter grade assigned according to a four-point scale as follows:
 - A - 4 points 93-100%
 - B - 3 points 85-92%
 - C - 2 points 75-84%
 - D - 1 point 67-74%
 - F - 0 point 0-66%
- State Assessment - LEAP achievement levels are communicated to parents at the beginning of the following school year, and are also available in JCampus.

Available Computer-Based Resources for Progress Monitoring

- Eureka Equip
- Eureka Affirm
- Khan Academy
- Zearn
- Scholastic Reading Inventory
- Benchmark Assessment
- iReady