

Harrison School District Two

MYP

Assessment Policy



Purpose:

The purpose of this policy is to provide clear and consistent assessment practices for all stakeholders across all subjects and grade levels within the Middle Years Program. This policy will serve as a guide for teachers as they develop and refine assessments reflecting upon their purpose, process, and implementation.

Philosophy:

Our mission at Harrison High School is to develop caring and principled young adults who contribute to the greater good, think with a global mindset, and take on cognitively demanding work knowing that they have the ability to solve problems that do not yet exist. Effective assessment practices work to guide teachers and students in the efficient delivery of curriculum and provide evidence of learning. We believe that there are two book ends of learning. The first book end is the objective and what students need to know. The other book end is the assessment that measures what students know in regards to the objective. In between the book ends, lies the lesson design. This is where students are given the opportunity to demonstrate their learning progress in a variety of forms, including projects, socratic seminars, research papers, laboratory practicums, etc. Assessments driven by objectives enable teachers to provide valuable feedback and afford students the chance for reflection on their achievement as well as the opportunity to refine their work for improvement. Both formative and summative assessments play integral parts in the learning process, and contribute to student growth and understanding. Additionally, assessments are an on-going process, providing students with multiple experiences over time, which provide feedback for teachers and students in regards to achievement toward the MYP criteria and Learner Profile Attributes while exploring key and related concepts in global contexts. Finally, as part of their unit assessments, an in an effort to help build student self-assessment skills, students are provided numerous opportunities to reflect upon their academic and personal growth.

Standards and Objectives:

HHS curriculum, and thus, standards and objectives, come from a variety of sources depending upon the course. These sources include Colorado Academic Standards, Common Core State Standards, College Board, International Baccalaureate Organization (IBO) and Harrison School District 2. Students take a number of standardized assessments in addition to classroom assessments, including PARCC, CMAS, PSAT and ACCESS.

IBO assessment strands are closely aligned with standards and objectives from the above mentioned sources within each subject area. As required, each of the four IBMYP criteria are formally assessed at least 2 times in each course, along with development of learner profile attributes and opportunities for reflection on academic progress and personal growth.

To ensure full implementation of the HSD2 curriculum content, all MYP unit planners are audited by the HSD2 Curriculum and Instruction Department to ensure full coverage of all standards and objectives.

Teachers at HHS are trained in the generation and use of rubrics including criterion specified by IBO for their subject area for year 5.

To ensure parents/guardians and students have easy access to student progress, IB rubric scores are visible in the Infinite Campus Parent Portal. Again, although IB rubric scores for CBMs are visible, they are not used to calculate the overall quarter or semester grade.

Common Assessment Practices:

Common Practices with Assessment Design:

- Teachers develop common assessments
- Assessments include authentic tasks
- Students have multiple opportunities to master objectives
- Students self-assess and reflect upon their own learning
- Collaboration between teachers and students to generate assessments

Common Practices Using the MYP Assessment Criteria:

- Teachers use rubrics to assess summative tasks relevant to MYP guides and subject group overviews
- Checklists for formative assessments may be created by students
- Exemplars may be available for students

Common Practices in Determining Achievement Levels:

- Teachers write common assessments, use common rubrics, and calibrate scoring establishing look fors across performance levels
- Teachers determine how the command terms are used in the rubric
- Teachers standardize grades during PLC to agree on a common level for each summative task

Types of Assessments:

Using an Understanding by Design model, teachers will create multiple assessments of student learning. The GRASPS model will provide the framework for teachers to create authentic performance tasks where students are able to apply their knowledge and skills to real life situations. Some examples of these assessments could include:

- Brochures
- Journal
- Lab Report
- Newscast
- Debate
- Interview
- Cartoon
- Socratic Seminar
- Document Based Questions
- Performances – Musical, Physical, Artistic
- Real-world Application Constructed Response
- Storyboards
- Poster
- Sculpture
- Website
- Research Report
- Essay
- Composition – Musical, Physical, Artistic

Formative assessments using criteria related to the objectives will occur on an on-going basis to provide feedback to teachers and students regarding student understanding of the objectives. A key part of this process will include Daily Observations of Learning to provide a measure of students' mastery toward the day's objective.

Summative assessments will be a key piece of determining the achievement level of students in the MYP. These assessments will occur at the end of each unit and will be scored using IBMYP criterion, rubrics and WILL BE USED in the calculation of student grades. In accordance with IB requirements, students will be assessed the minimum number of times on each objective strand (2 times per course). It is the goal of our faculty, however, to provide more opportunities for students to gain mastery and be assessed on these objectives throughout the semester, providing a more complete picture of each student’s progress. IB Scores are reported as a whole number, 0-8. Harrison High School teachers will be dual reporting student achievement, meaning that the IB whole number will be reported and entered into an UNWEIGHTED category in Infinite Campus. For use in the calculation of student grades, the student achievement score is entered into a WEIGHTED category in infinite campus as a percentage in accordance with the table below.

MYP Criteria Score	0	1	2	3	4	5	6	7	8
% in Gradebook	0 or student may have option to redo the task.	0-47.4%	47.5-54.9%	55-62.4%	62.5-69.9%	70-77.4%	77.5-84.9%	85-92.4%	92.5-100%

In addition to the assessments developed within MYP, students are required to take specific state and district tests, including but not limited to:

- District CBM and End of Course Assessments – all grades every subjects
- PARCC (Partnership for Assessment of Readiness for College and Careers) – 6-9 Math and RWC
- CMAS (Colorado Measures of Academic Success) – 7 (Science) and 8 (Social Studies)
- PSAT – 10th grade
- ACCESS Testing – CLDE students

Accommodations:

Harrison High School recognizes that in order to equitably provide assessment opportunity, some students with disabilities require accommodations to aid them in meeting the standards and objectives in the classroom. In these cases, teams of educators are assembled to recommend the appropriate accommodations needed for equal access to instruction and assessment. Accommodations are used in the classroom as well as on assessments, as permitted. These decisions are documented in formal education plans complying with district, state and federal guidelines. Please see the HHS IBMYP Inclusion/Special Education Needs Policy.

Common Recording and Reporting Practices:

Teachers will track student progress toward IB criteria in Infinite Campus. As parents are key stakeholders in a student’s education, evidence of student progress will be shared at the following times:

- IB Night
- Open House
- 8th Grade Parent Night
- Parent Conferences (2 times per year)
- Report Cards (2 times per year)
- Progress Reports (2 times per year)
- Infinite Campus (available online 24 hours a day)

- Teacher or Counselor emails, phone calls, or meetings
- Communication through site specific tools i.e. Moodle, Google Classroom, Galileo, Canvas, Schoology

Below is a view of the grade screen in the Infinite Campus Portal for a fictitious student, with some clarifying notes on how to read the elements on the screen. In this example, an IB Rubric scores of 0-8 is reported, but NOT used in the calculation of student score. This score is converted to % scores (which are used in grade calculations) per the conversion chart previously described.

3 Quarter Detail									
IB MYP Criterion Scores (This group not used in grade calculation.)									
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments	
Unit 1 Assessment IB Score	08/17/2017	08/17/2017	1.0	8	5	62.5			
IB MYP Criterion Scores Totals									
Category: IBMYP Unit Assessments									
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments	
Unit 1 Assessment	08/17/2017	08/17/2017	1.0	100	74	74			
IBMYP Unit Assessments Totals									
Category: Culture of Excellence									
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments	
Week 1 Culture of Excellence	08/17/2017	08/17/2017	1.0	10	9	90			
Culture of Excellence Totals									
Category: Homework									
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments	
Unit 1 Homework Score	08/17/2017	08/17/2017	1.0	100	57	57			
Homework Totals									
Category: Teacher Discretion									
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments	
Unit 1 Class Participation - Stations	08/17/2017	08/17/2017	1.0	10	8	80			
Teacher Discretion Totals									

IB MYP Criterion Scores are reported out of a possible 8 points. The 0-8 score is reported for informational purposes only and IS NOT used in the calculation of student grades.

IBMYP Criterion Scores are converted to a **percentage score** based on the conversion table described on the previous page, and this score IS USED in the calculation of student grades.

Assessment Implementation:

Communicating Assessment Policy:

The Assessment Policy will be shared and communicated with all stakeholders. Policy documents will be posted online for public access. School staff will also have policies available both online and in print. Throughout the year, school leadership will refer to the policy and review necessary components with students and parents. Printed copies of the policy will be available upon request.

Reviewing Assessment Policy:

A committee comprised of school leadership from Harrison High School, along with district representation, will review the policies. The policy will be reviewed and revised as needed, with changes communicated to, and shared with, all stakeholders.

Resources:

Discovery Canyon. *IB Middle Years Programme Assessment Policy Discovery Canyon Campus*. Colorado Springs, CO: Discovery Canyon School.

International Baccalaureate Organization. (2010). *Guidelines for developing a school assessment policy in the Diploma Programme*. Cardiff, Wales: International Baccalaureate Organization.

Mountain Ridge Middle School. *MYP Assessment Policy*. Colorado springs, CO. Mountain Ridge Middle School.