

Kyrene Middle School Assessment Policy



Kyrene Middle School
International Baccalaureate World School
Middle Years Programme

Assessment Policy

IB Programme standards and practices

Culture through policy implementation (0301)

The school implements, communicates, and regularly reviews an assessment policy to help create a culture of continuous learning and growth (0301-05).

5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment

5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements

5.3: The school identifies in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice

5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment.

5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth.

Designing a coherent curriculum (0401)

The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community (0401-03)

The school reviews IB requirements for learning, teaching, and assessment, and communicates them to the school community.

Approaches to Assessment (0404)

Students and teachers use feedback to improve learning, teaching, and assessment (0401-01).

The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives (0404-02).

The school administers assessment consistently, fairly, inclusively, and transparently (0404-03).

Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.

Students take opportunities to consolidate their learning through assessment (0404-04).

All students finishing the programme in Year 3 or 4 complete the Community Project

Assessment Philosophy

Kyrene Middle School's assessment philosophy directly correlates to the two mission statements below.

IB Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Kyrene Middle School's Mission Statement:

Our mission at Kyrene Middle School is to prepare students for life in the 21st century by fostering personal growth and their development of skills for communication, thinking, research, collaboration, and emotional stability. We are committed to global learning with an understanding of diverse cultures.

Assessment Principles

At Kyrene Middle School, we believe that:

- All students can learn
- Assessments monitor the progress of student learning
- Assessments can determine the effectiveness of the teaching
- Assessments allow for the school community to evaluate their students' progress
- Assessments provide feedback to the school community in order to drive instruction and improve student study habits
- Assessments show evidence of learning for school community and stakeholders alike
- Multiple forms of assessment be used in the classroom to address varied learning styles
- Assessments are clear, concise, and grade-level appropriate
- Assessments assess mastery of the CCRS standards
- Teachers, administrators, parents, and students all have access to student grades using Synergy

Purposes of Assessment

The single most important purpose of an assessment is to support and encourage student learning. Assessments achieve this by providing feedback to the student and teacher. **Assessments aim to identify what students know, understand, can do and feel at different stages in the learning process, and to provide a basis for practice.** Assessments in any form are designed to be indicators of learning progress and measure achievement through the standards, objectives and criterion for each subject group. Assessments are critical tools used to provide teachers, administrators, parents, and students with information to support student learning.

Students at Kyrene Middle School are expected to be lifelong learners. Assessment plays a role in this. Assessment helps develop Learner Profile attributes in that in order for our students to be knowledgeable, they need to be thinkers. This critical and creative thinking is monitored through assessments, both formative and summative. Assessments also help develop Approaches to Learning Skills as they promote research skills, organization skills, reading critically, and working collaboratively.

Types of Assessments at Kyrene Middle School

KMS teachers use a variety of testing methods to assess growth, knowledge, and application of skills. Formative assessments are used on a daily basis at Kyrene Middle School. The purpose of formative assessments is to help drive the instruction for the teacher. It also shows the students' progression toward mastery. Once a teacher analyzes the formative data, they have a better understanding about whether they should proceed or re-teach, or regroup. Examples of formative assessments are class discussions, pre/mid/post tests, teacher-made quizzes and tests, exit tickets, quick writes, and individual whiteboards.

Summative assessments are given at the end of a given unit. The purpose of a summative assessment is to evaluate mastery of standards, concepts, and skills taught. Examples of summative assessments are projects, presentations, essays, and end-of-the-unit tests. The level of mastery is determined by the outcome and is recorded in Synergy which is an electronic grade book to which teachers, administrators, students, and parents have access.

Eighth grade students at Kyrene Middle School engage in Community Project. This project is a culmination of all that they have learned during their time in both core classes and their IB Projects class. Community Project is a semester-long project comprising four phases: Investigating, Planning, Taking Action, and Reflecting. Completing the Community Project is a requirement of the IB programme. Students receive an assessment grade for their work on the project.

Students at Kyrene Middle School must participate in external assessments, too. Students will take the MAP (Measurement of Academic Progress) assessment in Language and Literature and Maths three times per year. These assessments are to be used formatively as teachers can see the assessment prior to, during, and after the assessment has been given. The teachers analyze the data to determine what needs to be re-taught, whether the DOK (Depth of Knowledge) level of their own questioning matches, and how effective their teaching of the standards/skills is. KMS students also take the AASA (Arizona Academic Standards Assessment) standardized assessment in April. This assessment is one that measures the standards deemed most important for students to master within a particular grade level.

Grade Reporting

Kyrene School District holds communication with its stakeholders very seriously. Kyrene Middle School is no different. KMS uses an electronic grade book, Synergy, to record grades. Teachers, administrators, parents, and students have access to this grade book. Additionally, IB Progress Reports are generated twice per year. Report cards are generated at the close of each quarter. Parent-Teacher Conferences are held twice per year; once in October and again in March.

Homework

Homework is assigned to students throughout the year. The purpose of homework is to reinforce and practice what was taught in class that day. Homework is used for grade generation, but its main purpose is formative in nature - to help the teacher gauge where the students are in their learning of a skill, concept, or standard.

Responsibilities

Student:

- Develop study skills (practice, review, reflect) to further the potential for success

- Show responsibility by proactively, seeking clarification, guidance, and support from teachers , peers, and parents
- Develop time management skills by adhering to deadlines given by the teachers and organizing the due dates in the weekly planner
- Maintain at least a 2.0 cumulative grade point average in all courses. Specific programs of instruction have their own requirements for grade point average
- Strive to exhibit attributes of the Learner Profile in your school and social life
- Successfully complete all assessments, formative, summative, and external

Parent

- Discuss assignments and assessments with students frequently to show support and encouragement
- Monitor student progress weekly using Synergy Parent Portal
- Encourage the completion of homework as a practice/review/extension of the learning.
- Communicate with the teacher if questions or conflicts arise so that they may be addressed in a timely manner.

Teacher

- Assign meaningful assessments
- Provide an up-to-date-syllabus on their teacher webpage for parents to view curriculum
- Ensure the students have adequate time and materials for the assessments
- Ensure students have had appropriate instruction of, and interaction with, the skill, concept, or standard
- Provide timely feedback, both written and verbal, on assignments and assessments
- Work with PLC to assess instructional strategies, engage in data analysis protocol, prepare Common Formative Assessments, Standardize Scoring, and plan for MTSS.
- Report grades in a timely manner to the Synergy Electronic Gradebook
- Communicate frequently with students and parents regarding student progress.

IB Coordinator

- Provide training for Approaches to Learning Skills and Learner Profile attributes
- Provide lessons that can be explicitly taught for student understanding of ATL skills, LP attributes and Global Contexts.
- Track unit planner data to determine gaps in learning and attend PLCs to address
- Arrange for PLC time to plan and reflect on teaching and assessments (all admin)
- Train teachers in IB Progress Reports to be given out twice per year
- Train teachers in scoring using IB objectives and criterion

Head of School (Principal)

- Set reasonable achievement goals
- Ensure supports (intervention, groups, alternate advisory, counselor) are in place for students to maximize their potential for success
- Help to collect data from external assessments to disseminate to teachers
- Attend PLCs to review and reflect on 90 day plan, data analysis protocol, and reflection on instructional strategies

Connections to other Policies

Academic Honesty Policy - Students will adhere to the academic honesty policy when completing class

assignments, homework, projects, and all assessments.

Inclusion Policy - Teachers will follow the requirements outlined in a student's IEP or 504 plan and the Inclusion Policy when writing or delivering an assessment

Once approved, the Assessment Policy will be posted to Kyrene Middle School's webpage.

Reviewed on 12/11/2018, 3/31/2020, 4/27/2021 4/20/2022, 5/12/2023 by:
IB Implementation Team (Policies and Procedures)
School Administrators

Approved on: 12/11/2018, 3/31/2020, 4/27/2021, 4/20/2022, 5/12/2023

Next Review: April 2024

References:

IB Coordinator Support Material, IBO, 2014

Assessment Policy for Vanguard High School. Marion County Public Schools.