Assessment Policy
Somers Middle School

Somers Middle School is committed to meaningful growth, learning, and the social emotional well-being of our students. We strive to integrate the MYP framework, concepts and skills to nurture life-long learning and global awareness. We aim to engage students with a focus on reflection, open-mindedness and inquiry.

Rationale

The assessment policy is to provide an overview of our school's beliefs and practices regarding the purpose and use of assessments. This assessment document also serves to provide clear guidelines on assessment policies and practices. All important stakeholders were considered account while developing this policy: students, teachers, administrators and parents.
The Programme Standards and practices (2020), and MYP: From Principles into Practice (updated April, 2021), were taken into account in developing the policy, as well as the academic standards established at Somers Middle School.

Assessment Philosophy

Assessments are designed to be authentic in nature and to help prepare students for the global community. The MYP assessment development process is aligned to the NYS Standards and the objectives for each MYP subject guide. Assessments are ongoing and consciously designed to measure and improve student learning. Both reflection and feedback are integral parts to the assessment process and can be used to revise and improve student performance. Teachers will inform students of the assessment criteria over the course of the learning sequence, and assessments will be tailored to individual units of study. Assessments will include elements of diversity and cultural awareness to reflect the global community.

Assessment Practices

Assessment in the MYP is on-going, using a combination of **formative** and **summative** assessments. Feedback will be provided to students in a time manner to allow for student reflection.

Assessments will:

- Challenge our students and help them to develop critical thinking skills.
- Be authentic (make real-world connections when possible) and align to IB learner profiles.
- Foster student inquiry and exploration.
- Develop and build approaches to learning skills which are consistent with 21st century skills.
- Provide students multiple opportunities to display what they know, understand, or are able to perform.
- Create relevance and meaning to our students.

Formative Assessment	Summative Assessment
Provides ongoing feedback to both teachers and students during the course of the unit. Assessment allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in a variety of ways.	Evaluates student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded.

Aims of Assessment

- Provide direction for future planning and instruction.
- Empower students to be active participants in their own learning.
- To allow for reflection on student growth, development, and learning.
- Teacher assessments should gather information about student learning and provide checks on progress which help to inform, enhance and adjust instruction.
- Design, differentiate, and improve instructional practices in the classroom.

Assessment Mission Statement for Teachers

At Somers Middle School our mission is to support students social, emotional and physical wellness, as much as academic achievement. We desire to be a community of teachers and learners that is committed to creating an environment that is safe and allows students to follow their passion and grow.

Teachers will:

- Maintain accurate records in order to inform, enhance and improve instructional practice.
- Recognize that assessment is ongoing and should continue to inform students of their progress, and areas of growth.
- Determine needs for differentiation within their classroom.
- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- Provide students with clear rubrics and task specific clarifications.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment.

- Provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.
- Collaboratively work together to maintain consistent assessment procedures
- Use professional judgment when determining levels of achievement

Assessment Mission Statement for Students

The aim of Somers Middle School is to empower students to be active participants in their own learning. Through structured, focused and relevant feedback, students will reflect on their own growth, development and learning.

Students will:

- Maintain academic honesty and integrity
- Familiarize themselves with the criteria rubrics and learning objectives for each of their subject groups.
- Reflect on the content knowledge and skills that they are developing.
- Practice self-advocacy
- Work meaningfully with teachers and peers to develop content knowledge and skills.
- Actively participate in the inquiry and exploration in their global classrooms.
- Regularly check grades on Schoology to monitor their own progress
- Reflect on the feedback that teachers give on summative assessment rubrics, to revise and set goals for continuous improvement.
- Receive consistent, timely feedback and opportunity for reflection
- Accept responsibility and take ownership of their learning

Assessment Mission Statement for Parents

Somers Middle School supports the development of the whole child with an emphasis on respect of self and others, learning responsibility for one's actions, and developing acceptance and appreciation for the differences of others. The faculty and staff recognize the importance of connecting with students on a regular basis. Curriculum is designed to prepare students for a global society, the challenges of today, and the challenges of the future while making real world connections. We believe all students have the right to learn at a pace that reflects their abilities. In doing so, our educators design instruction that is authentic and differentiated to challenge the spectrum of learners. Teachers model life-long learning and collaborate with colleagues to ensure our students are presented with a rigorous curriculum.

Parents will:

- Maintain frequency of communication about their child's achievement.
- Utilize open access to Schoology gradebook.
- Familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses.
- Use those rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff, and their children.

- Support their children's academic and character growth throughout the MYP. Regularly check teacher websites and Schoology for updates.
- Attend Open House, MYP Nights and parent conferences as needed.

Recording and Reporting

Currently, MYP teachers inform students of their proficiency by sharing their achievement levels on the MYP rubrics for each criterion and strand assessed within each summative assessment task. Rubrics provide students with feedback about their overall achievement on the summative assessments. Teachers can use this as a tool during conferences to highlight areas of strengths as well as recognize areas that need further development. Grades are converted to a percentile average, which is recorded on a local report card three times a year.

Conversion Chart

8	7	6	5	4	3	2	1	0
100%	95%	90%	85%	80%	75%	70%	65%	55% No evidence; assignment not completed

Sample MYP Rubric

Criterion A: Knowing and Understanding

Strands Assessed: I. Student uses vocabulary in context
II. Student demonstrates knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement Level	Level Descriptor
0	The student **does not** reach a standard described by any of the descriptions below.
1-2	The student: I. **recognizes some** vocabulary II. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and examples.
3-4	The student: I. **uses some** vocabulary II. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions and examples.
5-6	The student: I. **uses considerable relevant** vocabulary, often **accurately** II. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions and examples.
7-8	The student: I. **consistently uses relevant** vocabulary **accurately** II. demonstrates excellent knowledge and understanding of content and concepts through **detailed** descriptions and examples.

MYP Assessment Criteria

Each of the eight subject areas has a set of four general objectives, with more specific stands to specify performance indicators in greater detail for each of the four objectives. Each objective strand directly corresponds to a performance indicator of the assessment rubric. These rubrics are used to assess learning for each objective addressed within a given MYP unit of study. Each teacher must assess each criterion two times per semester. Criteria based assessments are assessed using an MYP 8-point rubric. When more than one criterion is assessed in a task, there will be multiple grades. For example, if an essay is assessed using Criteria A: Analyzing, B: Organizing C: Producing Text, and D: Using Language, then the teacher will input a separate score for each criterion, thus there will be four (4) grades for the essay.

The MYP Assessment Criteria for all eight subject areas are listed below.

Subject Area	A	B	C	D
Language and Literature (formerly known as English Language Arts)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (formerly known as World Language)	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language
Individuals and Societies (formerly known as social studies)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts (visual and performing)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design (Technology & FACS courses)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Interdisciplinary	Analyzing	Synthesizing	Reflecting	

Standardization of Assessment:

Grade level colleagues meet regularly to agree upon definitions, calibrate achievement levels and qualitative terms used in their rubrics, create task-specific clarifications and standardize scoring through practice with actual student work. When possible, summative assessments are graded collaboratively, with teachers sharing responsibility for the entire group of students. It is our goal to ensure fairness and consistency through this ongoing standardization process.

External Examinations

In addition to subject based and interdisciplinary assessments along with the MYP criteria, students at Somers Middle School participate in the following external assessments: New York State Common Core exams in English Language Arts and Mathematics; Language Proficiency exam (FLACS) and STAR Reading and Math.

Review of Policy:

The team of policy writers will meet annually to reflect, revise and update the policy as needed. All staff have reviewed the policy and have agreed to uphold its implementation in the school.

Policy Writers:
Jenna Schettino- MYP Coordinator; Individuals and Societies Teacher
Jeff Getman- Principal
Jennifer Mangone- Assistant Principal
Christina Sweeney- Language and Literature Teacher; Curriculum Leader
Terry Panetta- Science Teacher; Curriculum Leader
Mary Ellen Klock- Individuals and Societies Teacher; Curriculum Leader
Marianna Breglio- Special Education Teacher; Curriculum Leader
Dawn Stanczuk- Language and Literature Teacher; Grade Level Leader
Marie Williams; Choral Director; Music Teacher
Rob Paulmeno- Mathematics Teacher

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