Mission Statement

Mesa students will develop into globally-minded citizens by learning through collaboratively developed, student-centered, and personalized units. Units will address significant content, require in-depth inquiry, incorporate 21st century skills, and challenge students to think at high levels. Students are purposefully and authentically assessed.

At Mesa Middle School, students will receive two grades - a Content Knowledge grade and a Work Habits grade. Grades are based on growth, not averaged. District Middle School grading philosophy states to use most recent evidence to determine a student's grade – which follows the International Baccalaureate program, which also states to use most recent evidence of growth to determine grades.

IB Criterion by Discipline

Science	Criterion A	Knowing and Understanding
	Criterion B	Inquiring and Designing
	Criterion C	Processing and Evaluating
	Criterion D	Reflecting on the Impacts of Science
Math	Criterion A	Knowing and Understanding
	Criterion B	Investigating Patterns
	Criterion C	Communicating
	Criterion D	Applying Mathematics in Real-life Contexts
Language and Literature	Criterion A	Analyzing
	Criterion B	Organizing
	Criterion C	Producing Text
	Criterion D	Using Language
Individuals and Societies (also known as Humanities)	Criterion A	Knowing and Understanding
	Criterion B	Investigating
	Criterion C	Communicating
	Criterion D	Thinking Critically
Language Acquisition (also known as Foreign Languages)	Criterion A	Comprehending Spoken and Visual Text
	Criterion B	Comprehending Written and Visual Text
	Criterion C	Communicating in Response to Spoken, Written and Visual Text
	Criterion D	Using Language in Spoken and Written Form
Arts	Criterion A	Knowing and Understanding
	Criterion B	Developing Skills
	Criterion C	Thinking Creatively
	Criterion D	Responding
******Design	Criterion A	Inquiring and Analyzing
	Criterion B	Developing Ideas
	Criterion C	Creating the Solution
	Criterion D	Evaluating
Health and PE	Criterion A	Knowing and Understanding
	Criterion B	Planning for Performance
	Criterion C	Applying and Performing
	Criterion D	Reflecting and Improving Performance

**** PLEASE NOTE: THE CRITERION OF DESIGN IS ALSO THE CURRENT DESIGN CYCLE FOR IB!!

Late and Missing Work Practices:

Missing work will be accepted until the end of the unit (without penalty in Content Knowledge, but may impact the Work Habits Grade). If the missing work is a summative or interim assessment the student will work with the teacher to get the assessment completed.

Mesa Middle School

Grading Guidelines

Handbook

Assessment in the MYP aims to:

- *Support and encourage student learning by providing feedback on the learning process*
- *Provide an opportunity for students to exhibit transfer of skills across disciplines*
- *Promote positive student attitudes toward learning*
- *Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts*
- *Promote the development of critical- and creative-thinking skills*
- *Reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts*
- *Support the holistic nature of the program by including in its model principles that take account of the development of the whole student.*

Key features of MYP Assessment include:

- *Distinction between internal summative assessment and the supporting formative process*
- *Attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods*
- *Assessment of student understanding at the end of a course, based on the whole course and not individual components of it.*

Demonstrated Learning	Assessment Mark
-Produces high-quality, **frequently** innovate work. -Communicates comprehensive**, nuanced** understanding of concepts and contexts. -**Consistently** demonstrates **sophisticated** critical and creative thinking. -**Frequently transfers** knowledge and skills with **independence and expertise** in a variety of complex classroom and **real-world situations**.	8
-Produces high-quality, **occasionally** innovative work. -Communicates **extensive** understanding of concepts and contexts. -Demonstrates critical and creative thinking, **frequently** with **sophistication**. -**Uses** knowledge and skills in familiar and unfamiliar classroom and **real-world situations, often with independence.**	7
-Produces **generally** high-quality work. -Communicates **secure** understanding of concepts and contexts. -Demonstrates critical and creative thinking, **sometimes** with sophistication. -**Uses** knowledge and skills in familiar and unfamiliar classroom and **real-world situations, and with support, some unfamiliar real-world situations.**	6
-Produces **good-quality** work. -Communicates **basic** understanding of most concepts and contexts with **few misunderstandings and minor gaps.** -**Often** demonstrates **basic** critical and creative thinking. -Uses knowledge and skills in familiar classroom and real-world situations. -**Uses** knowledge and skills with **some flexibility** in familiar classroom situations, but **requires support in unfamiliar situations.**	5
-Produces work of an **acceptable quality**. -Communicates **basic** understanding of **many** concepts and contexts with **occasionally significant misunderstandings or gaps.** -**Begins** to demonstrates **some basic** critical and creative thinking. -Is **often inflexible** in the use of knowledge and skills, **requiring support** even in familiar classroom situations.	4
-Produces work of **limited quality**. -Expresses **misunderstandings or significant gaps** in understanding for **many** concepts and contexts**.** -**Infrequently** demonstrates critical and creative thinking. -**Generally inflexible** in the use of knowledge and skills, **infrequently applying knowledge and skills.**	3
-Produces work of **very limited quality**. -**Conveys** many **significant misunderstandings or lacks** understanding of **most** concepts and contexts**.** -**Very rarely** demonstrates critical and creative thinking. -**Very inflexible, rarely** using knowledge and skills.	2
-No expectations listed above are met or demonstrated	1

Types of Assessments

Formative assessments provide feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessments measure student progress. Teachers can use this data to inform instruction.

Interim assessments fall between formative and summative assessments and are administered at different intervals between lessons. They are used to evaluate where students are in their learning progress, identify concepts that students are struggling to understand, or skills they are having difficulty mastering, so that adjustments can be made to lessons, instructional techniques, and instruction.

Summative assessments occur at the conclusion of an academic unit. The assessment allows the teacher to determine the level of student mastery.

Content Knowledge Grades
(Assessments)

Quizzes
Tests
Projects
Performances
Recitals
Papers
Portfolios
Homework - when using it to determine understanding/mastery

Work Habits Grades
(Learning Behaviors)

Turning In/Completing work on time
Engagement
Prepared for class
On task behavior
Classroom Participation
Homework - when expectation is for completion purposes