

Developed - Spring 2017

IB MYP Assessment Policy

ThunderRidge High School and Ranch View Middle School

Douglas County School District
Highlands Ranch, Colorado

This Policy encompasses courses at Ranch View Middle School, and all 9th and 10th grade courses at ThunderRidge High School.

ThunderRidge High School Feeder Assessment Policy

The guiding principles of our assessment policy are flexibility and accountability. Our philosophy, rooted in the characteristics of the Learner Profile, values the dynamic, the personal and the authentic in education. Teachers, in the context of their classrooms, create meaning and provide opportunities for the creation of meaning. Assessments enable teachers to describe student learning and ongoing interactions, which emerge within the context of their classroom. Students, teachers, and parents benefit from consistent encouragement of academic growth through purposeful and consistent formative and summative assessment practices.

Purpose of Assessment:

- to help parents, students, and teachers better understand the strengths and weaknesses of the learner
- to use data to inform, enhance and improve the teaching and learning process
- to support and encourage student learning by providing feedback on the learning process
- allows students to demonstrate what they know, not what they don't know
- to track and communicate the progress and growth of learners
- to promote a deep understanding of subject content (Colorado Grade Level Equivalencies) by supporting students in their inquiries set in real-world contexts.
- to provide measurements, by which students may hold themselves accountable and create goals for their learning
- to facilitate student thinking and provide opportunities for students to apply their understanding to new circumstances
- to increase student confidence through practice
- to prepare students for success on the Personal Project

Type of Assessment: Formative and Summative Assessment

	Formative (Check for Understanding)	Summative (Formal Evaluation)
Reason	to improve instruction and provide student feedback	to measure student competency
When Used	ongoing throughout a unit of work	end of unit; end of course
Student Use	reflective self-monitoring of what they know, can do, and understand	to determine progress toward criteria, standards, or learning targets
Teacher Use	ensure alignment of significant concepts, allow for differentiation, lead to precise teaching by driving instructional choices	to determine grades, student placement in future courses, promotion, &/or teacher effectiveness

- *Assessments encourage students to:*
 - Demonstrate and share their learning
 - Personalize their learning
 - Discover their strengths and identify challenges
 - Set individual learning goals to build on strengths and improve weaknesses
 - Make connections across contents
 - Use new information to develop and guide their inquiry process

- *Assessments encourage teachers to:*
 - Monitor student progress
 - Utilize instructional practices to develop and support student growth
 - Provide consistent and meaningful feedback
 - Clarify expectations and outcomes for future inquiry
 - Collect data that can be used to inform students, teachers, grade levels, school, and community
 - Reflect and revise units to meet student needs
 - Use data to inform decisions about the student and teacher-led inquiry process
 - Be actively involved in the creation and adapting of assessments

- *Assessments encourage parents to:*
 - Understand their student’s current strengths and challenges
 - Provide support outside of school
 - Celebrate learning
 - Monitor student progress and growth

- *Assessments encourage the school to:*
 - Provide flexibility for subject areas to make assessment decisions
 - Promote and value creativity in the development of assessments
 - Provide meaningful professional development opportunities to support collaboration and development of assessments and rubrics
 - Monitor student growth within and between courses
 - Encourage teachers to provide multiple authentic assessments (Assessments that produce a product resulting from personal interaction and discovery. Authentic assessments encourage personal responses that reflect understanding and allow for the formation of conclusions).

The IB MYP Programme stipulates that:

- Teachers will use MYP assessment criteria to measure student growth on a variety of formative and summative assessments.
- All MYP criterion strands will be assessed a *minimum* of twice in every course.
- Both formative and summative assessments will be utilized as appropriate.
- Teachers will strive to provide students with opportunities for self-assessment and peer evaluation.
- Teachers will strive to include opportunities for students to make international and interdisciplinary connections.
- Teachers will ensure students have opportunities to perform at the highest level of assessment criteria
- Priority will be given to the most recent evidence of student learning.

Recording – how we choose to collect and analyze data and use assessments as a means of generating further understanding.

ThunderRidge High School and Ranch View Middle School International Baccalaureate uses data to initiate conversations between and among students and teachers. International Baccalaureate teachers and the International Baccalaureate coordinators discuss assessment in both professional development and informal settings. We know, as we provide authentic education, that such conversations are ongoing. Academic success requires both attention to expected details and a willingness to push one’s thinking. The conversations that teachers have with students and parents about grades extend beyond the particulars of the grade into the realms of responsibility. Students may then identify what steps they must take within the context of any individual class.

- Teachers determine the final course grade using the published IB MYP grade boundaries as a guide.
- The MYP grade descriptors will be converted to letter grades when recorded on student transcripts.
- At ThunderRidge, a grade of “F” will be issued when a student has not sufficiently demonstrated mastery of content or skills. A grade of “I” (Insufficient Evidence) will be used for Ranch View Middle School.

Reporting – how we choose to communicate information. Progress Reporting:

As mandated by the district, grades (A-F) will be provided to students and parents 4 times each year by ThunderRidge High School and Grades (A-D, I) will be provided to students and parents 4 times each year by

Ranch View Middle School. Semester grades will provide a summative picture of student performance over an 18-week period. All grading information is available electronically to students and parents throughout the school year on Infinite Campus, the district's electronic gradebook system.

The general grade descriptor to letter grade conversion will be explained electronically and posted for parent and community understanding. Parent/Teacher conferences will be held twice a year. Teachers and students will educate parents about IB MYP assessment.

Instructional Learning Support Services:

Students who receive Instructional Learning Support Services (IEPs, 504s, etc.) must receive grades based on progress toward the specific goals and objectives delineated in the IEP. If a student's performance on related standards is impacted by the disability addressed in IEP goals, consideration must be given when determining the content grade. For example, a student with a writing disability may need special consideration when being graded on their ability to use scientific method.

Ranch View Middle School Work Habits and Content Knowledge:

Ranch View Middle School students receive two grades in each subject area—Content Knowledge and Work Habits. The following information is currently in the Ranch View Middle School teacher handbook under "Grading Guidelines".

Content Knowledge Grades (how students demonstrate what they have learned)

- Contains interim and summative assessments
- Assignments can be weighted
- Can use "M" for "Missing", but needs to be left blank at the end of the reporting period
- Minimum of 2 assessments per criterion strand per course

Work Habits Grades (behaviorally based)

- May contains formative assessments, homework, daily work, classroom behaviors, DEAR
- At least one grade per week
- Assignments can be weighted
- Assignments in the Work Habits grade book that are never turned in may be left marked as missing when it is time to post grades at the end of a quarter.

Assessment Review:

Collaborative efforts between the building leadership team, subject leaders, and administrators will be expected on an annual basis to review the assessment policy and make necessary revisions.