

# Southridge Tech Middle School

## ASSESSMENT POLICY

**Purpose:** The purpose of the assessment policy at Southridge Tech Middle School is to establish a clear concise policy that outlines the responsibility for students, educators, parents, and our educational institution regarding assessments. This policy is intended to be transparent, equitable, and accessible to all members of the learning process.

### **Teachers use assessments to:**

- backwards plan to develop an outline or map for student learning
- enhance student learning and to monitor student progress
- gauge effectiveness of teaching practices and modify pacing and redesign lessons
- provide meaningful feedback to students and families regarding their progress and mastery of content standards

### **Students use assessments to:**

- develop short- and long-term goals to monitor their academic progress
- identify personal strengths and areas for growth in specific subject content areas
- promote self-efficacy, an understanding of their responsibility for learning and an ownership of their own learning
- self-advocate and collaborate throughout the learning process

### **Parents/Guardians use assessments to:**

- consistently understand their student's progress with timely feedback
- participate and engage in the learning process
- identify areas they can support their student(s) at home
- reinforce curricular expectations communicated by the teacher
- advocate for their student when necessary

### **Principles of Assessment:**

#### **Teachers will design and develop assessments that will:**

- measure student progress toward meeting articulated learning objectives
- appeal to a variety of learning styles
- differentiate to account for students' diverse needs
- promote critical and creative thinking skills
- require students to transfer skills and exhibit interdisciplinary learning through real-world contexts
- include explicit, consistent use of command terms
- provide accommodations based on student learning plans as designated
- provide timely and meaningful feedback on growth and achievement
- demonstrate a balance in formative and summative assessment types

### **Types of Assessment**

Teachers assess their subject areas through formative and summative assessments. In addition to quizzes and tests, teachers utilize other forms of assessment to provide choices and address various learning styles. Teachers provide access to diverse assessment types such as written assignments, research papers, labs, oral presentations, quizzes and tests, peer, and self-assessment, developmental workbooks, digital portfolios, and process journals.

## Formative Assessment

Formative assessment is a planned process that teachers use to adjust their ongoing instructional procedures and instruction. Teachers develop deliberate assessments and measures that gauge students' progress throughout the different stages of the learning process. Teachers may adjust pacing, increase rigor and expectations, and respond to student needs before summative assessments. Formative assessments also provide feedback to help all members of the learning process identify learning gaps and potential deficits before summative assessments and they also allow students to reflect on their approaches to learning and personal practice.

## Summative Assessment

Teachers design and develop summative assessments before teaching the unit. In short, summative assessment is the practice of evaluating what a student has learned at the end of a given period. Summative assessment provides faculty insight into how well their students have mastered the delivered content. Teachers notify students of summative assessment tasks to prepare for the assessment.

**Common Practices in Using MYP Criteria and Determining Achievement Level:** Teachers use a criterion-related approach to determine a student's achievement level. They gather sufficient evidence from a range of assessment tasks to make a professional and informed judgment guided by public and transparent criteria to determine a student's achievement level.

MYP Assessment Criteria Grades 6-10				
Subject Area	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	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	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 & culinary courses)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

## Process for Standardization of Assessment Scoring

Grade-level and subject-area teams gather samples of student work on various assessments and compare scores to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the program. Some of these assessments include common formative assessments, district summative assessments, and federal assessments. throughout this

process, we use these assessments to inform our instruction, make informed decisions about student learning and standardize instructional practices and expectations. This process of standardization of assessment tools and scoring is ongoing among MYP teachers. The method of standardization is revisited by MYP Coordinators at least once per year.

### **Common Practices for Recording and Reporting**

Teachers assess their students using the criteria designated by the Middle Years Programme. They assess all eight required subjects twice a year as required by IB. They report MYP scores based on more than one assessment task in one school year. Criteria from all required subjects are assessed multiple times during the school year. Teachers employing standards-based grading use MYP Criteria for all assessments during the year.

Moreover, teachers use the Year I Rubrics for Grade 6 and Year III Rubrics for Grades 7 and 8. These Rubrics are designed by the IB and made task-specific by the teacher. Teachers may use these rubrics for both formative and summative assessments and they review the rubrics and criteria with students before they assign the assessment.

<b>MYP Grade</b>	<b>IB Grade Feedback Descriptors</b>
<b>1</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
<b>2</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>4</b>	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 with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
<b>5</b>	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 classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>6</b>	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.
<b>7</b>	Produces high-quality, frequently innovative 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.

Rubrics are designed by the IB and made task-specific by the teacher as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by instructor.

## IB GRADE FEEDBACK CONVERSION

IB ASSESSMENT CRITERION GRADE	DESCRIPTOR	IB -MYP CONVERSION SCORE
0	Unobservable	0
1	Insufficient	1
2	Limited	2
3	Basic	3
4	Adequate/Grade Level	3
5	Above Average	4
6	High-Quality	5
7	Excellent	6
8	Innovative	7

### IB Report Card

The IB report card provides a road map of student progress with grade-level standards and expectations. At first glance, it may look a little overwhelming or dense; however, they should be received with an understanding that the MYP program is a 5-year continuum and with a growth mindset.

Students will receive two reports throughout the school year to communicate progress. Parents can log into Parent Q to see progress on assessments and coursework throughout the year; nonetheless, families will receive feedback on their students' progress in the winter and final achievements score in each subject area. In the progress and final reports, students are assigned numerical grades based upon their progress towards meeting criterion objectives set out by the IBO. All subject teachers will also provide a rating of student behavior and work habits within their subject.

It should be noted that students will receive traditional District Report quarterly. The District reporting and grading policy are located in our student handbook and on our District webpage.

### Communication to Stakeholders

Southridge Tech's International Baccalaureate Program Assessment Policy will be posted on the school's website and, if requested, will be made available in hard copy form to any stakeholder.

### Assessment Policy Review:

Southridge Tech's Assessment Policy will be reviewed by IB staff, school administration, and Site Assessment Policy committee members at the beginning of each academic year to ensure compliance and adherence to grading practices and policies set forth by the IBO and applicable Local Educational Agencies. This annual review is to include, but is not limited to, Site administration, Diploma Program coordinator, Middle Years Program coordinator, department chair cohort, IB counselor, and/or School Site Council.