



Hopkins North Middle School IB Assessment Policy

Mission Statement

Our mission is to inspire every student to discover what's possible by thinking critically and creatively, living compassionately and practicing global mindedness in every class, every day. In our communities, we will do this by...

- taking risks
- accepting challenges
- learning across boundaries
- caring about each other and the world

Philosophy

At North Middle School, we believe and expect that all students have the ability to achieve at increasingly higher levels.

We believe the purpose of assessment is:

- to provide feedback to students and parents about learning and understanding
- to be used as a tool to adjust instruction to accomplish course objectives; subject mastery will be evaluated based on student performance on assessments
- to provide students with a means to reflect on their learning
- to provide teachers with data to evaluate instructional effectiveness

Principles and Practices Overview

Teachers will provide relevant and challenging evaluations on a regular basis, and feedback will be given in a timely manner to ensure understanding and growth. Students, teachers, and parents will continually evaluate progress and have established monitoring procedures.

Teachers will work through IB Collaboration, Instructional Team Time, and with their peer coach to establish relevant evaluations and will use the results of those evaluations to adjust instruction.

Rubrics are presented with the assessment so students are aware of the expectations. Scores on assessments are communicated so that students relate their performance to the evaluation. Scoring and grading is used to give meaningful feedback. Teachers use the rubrics as a reference to help them make the best determination of a student's grade and will focus on the language of the descriptors to determine student achievement levels. Teachers from each grade level and subject area work together in collaboration teams and subject-area meetings with pedagogical leaders to norm their scoring, so that there is consistency in student grading and feedback. The IB coordinator and pedagogical leaders will deliver on-going training around best-fit scoring and the standardization of grading.

Assessments will take a variety of forms and will include both formative and summative evaluations. The form of the assessment will match the skill being evaluated. Types of assessment:

- Formative assessment is assessment FOR learning: evaluation aimed at identifying the learning needs of students and helping to direct the path of learning. Formative assessment takes place throughout a course of study, based on the academic vocabulary, skills, content and concepts that will be evaluated in the final summative assessment. Formative assessment requires descriptive feedback to students to help them close the gap between the desired outcome and the current level of student achievement.
- Summative assessment is an assessment OF learning: evaluation of student achievement through a culminating activity generally at the end of the course/unit of study. Summative assessments will be well-planned, based on backward planning using standards (Hopkins' power, common core, state standards). Students will be given ample opportunity to practice and receive feedback about their progress before any summative assessment.

Common practices in using the MYP assessment criteria and determining achievement levels.

- North Middle School engages in and has had substantial training around teachers working in collaborative inquiry groups using the MYP curriculum model for backward planning from assessment and the standardization of assessment based on student work.
- Each of our staff members, with support of the MYP coordinator and pedagogical leaders, engages in collaboration around the four essential questions embedded within the MYP Curriculum Model. What do we want our students to know (content, objective, essential questions)? How will we know if our students have learned the material (formative and summative assessment)? What do we do if students have not learned the content/objectives (intervention)? What do we do if students already knew the material (differentiation)? Interdisciplinary connections, aligned with MYP assessment criteria, will be fostered through collaboration under the direction of team leaders, pedagogical leaders, and the MYP coordinator.
- All teachers use their collaborative groups to look at student work on formative assessments in order to evaluate the effectiveness of instructional practices. Teachers use the IB rubric descriptors to assess student work, and then use their collaborative groups to ensure that all teachers are understanding and applying the rubrics uniformly and in accordance with IB's intentions. Scores are standardized and reported to students and parents using the MYP score for each criterion.

Common practices in recording and reporting MYP assessment.

- Canvas, our Learning Management System, and the Infinite Campus online database provide us with a tool to record and report MYP assessment grades. North Middle School has developed an MYP report card that allows each teacher to record a student's MYP individual levels of achievement in each criterion of each subject group.
- The Canvas LMS tool will provide information for students and parents, with descriptors of the achievement levels, so that all parties are able to understand and make use of this feedback.

Strategies

In order to implement our policies and practices we will:

- Use the MYP curriculum model to backward plan from assessment to learning activities and formative assessments
- Use rubrics to assess student learning, including writing task-specific indicators, especially for the mastery (5-6) band of the rubric
- Collaborate with colleagues to create and evaluate assessments and norm student grades using criterion-related assessment practices
- Emphasize summative over formative assessment in grade book
- Ensure that formative assessments provide meaningful practice and feedback about skills and knowledge in preparation for the summative assessment
- Give students feedback on their mastery of the skills (Approaches to Learning) and give them tools to reflect on their learning skills and choose the skills they need to use to show what they know
- Communicate student progress through online gradebooks, update these gradebooks frequently, and teach students how to find feedback, reflect on it, and use it to set learning goals

Assessments will include rigorous activities that give students opportunities to engage in higher-level thinking, such as

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

Assessments will take some of the following forms:

- Constructed and Selected Responses
- Essays and Document-Based Questions
- Investigations
- Lab Write-ups
- Oral Assessments
- Performance Assessments
- Self-Assessments and Reflections
- Student Portfolios
- Projects/Presentations
- Exit tickets
- Discussion
- Graphic organizers and Semantic Maps

Responsibilities

Students will:

- Make learning a priority
- Demonstrate learner profiles on assessments
- Complete assessments to the best of their ability,
- Use data from formative and summative assessments to evaluate learning
- Look for improvement opportunities based on assessments
- Share assessment information with parents

Parent(s)/Guardian(s) will:

- Work with students and teachers to take advantage of learning opportunities
- Recognize student success and growth and communicate concerns
- Provide a positive learning environment outside of school
- Monitor student progress

Teachers will:

- Provide formative and summative assessments that are relevant and aligned with the statement of inquiry and the course objectives
- Provide differentiated instruction to enhance learning that is based on assessment results
- Submit timely feedback from assessments for students and parent(s)/guardian(s)
- Advise students and parent(s)/guardian(s) of strengths and improvement opportunities
- Evaluate assessment data to improve instructional practices
- Work in collaborative groups to improve instruction and assessments

Communication

Students will:

- access the Canvas grade book to monitor progress
- use technology (teacher websites and iPads) to access information
- review assessment results as they are reported
- self-advocate

Parent(s)/Guardian(s) will:

- monitor student progress
- engage with students as they reflect on their own learning
- maintain current contact information with the school

Teachers will:

- submit timely feedback from assessments for students and parent(s)/guardian(s)
- use technology to communicate with students and parent(s)/guardian(s),
- advise students and parent(s)/guardian(s) of strengths and improvement opportunities
- provide clear expectations and grading rubrics

Assessment Outcomes

Students will:

- use assessment results to monitor progress, receive additional instruction or accept challenge opportunities

Parents will:

- use assessment results to advise future actions, including course registrations

Teachers will:

- use assessment results to adjust instruction and provide feedback to student and teacher

MYP Subject Area Requirements

The following table gives the criteria for each subject area. Each subject area is required to assess each student on all four assessment criteria twice during the school year.

Subject Area	Assessment Criteria - (maximum achievement level in each criteria is an 8)
Arts	A. Knowing and Understanding B. Developing Skills C. Thinking Creatively D. Responding
Design	A. Inquiring and Analysing B. Developing Ideas C. Creating the Solution D. Evaluating
Individuals & Societies	A. Knowing and Understanding B. Investigating C. Communicating D. Thinking Critically
Language Acquisition	A. Listening B. Reading C. Speaking D. Writing
Language & Literature	A. Analyzing B. Organizing C. Producing Text D. Using Language
Mathematics	A. Knowing and Understanding B. Investigating patterns C. Communicating D. Applying Mathematics in Real-life Contexts
Physical & Health Education	A. Knowing and Understanding B. Planning for Performance C. Applying and Performing

	D. Reflecting and Improving Performance
Science	A. Knowing and Understanding B. Inquiring and Designing C. Processing and Evaluating D. Reflecting on the Impacts of Science
MYP Community Project	A. Investigating B. Planning C. Taking Action D. Reflecting
Interdisciplinary	Evaluating Synthesizing Reflecting

State and district required assessments

Test	Subject /Grade	Purpose
FastBridge	Math Grades 6, 7, and 8	Research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations. Administered 3 times/year.
FastBridge	Reading Grades 6, 7, and 8	Research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations. Administered 3 times/year.
MCA Minnesota Comprehensive Assessments	Reading Grades 6, 7, and 8	Helps the district measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).
MCA Minnesota Comprehensive Assessments	Math Grades 6, 7, and 8	Helps the district measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).
MCA Minnesota Comprehensive Assessments	Science Grade 8	Helps the district measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).
MTAS Minnesota Test of Academic Skills	For students who meet MTAS eligibility requirements	Alternative assessment for students who are not able to take the MCA tests. Must meet Minnesota's MTAS eligibility requirements
Panorama	SEL and school climate: All grades	Research-backed school climate survey and reporting dashboards.

ACCESS	ELL, all grades	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.
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MYP General Grade Descriptors

Grade	Descriptor
1 Very limited quality	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.
2 Limited quality	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.
3 Acceptable quality	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.
4 Good quality	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.
5 Generally high quality	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.
6 High quality, occasionally innovative	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 High quality, frequently innovative	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.

Review Process

Hopkins North Middle School School Assessment Policy will be reviewed by stakeholders on an annual basis. The document will continue to evolve as assessment feedback is collected and reviewed. Stakeholders will include representation from: IB coordinator, administration, teachers, students and parents.