Roton Middle School Assessment Philosophy

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Rationale

At Roton Middle School, assessment is a fundamental element of the teaching and learning process, used to drive instruction, enhance student learning, and support students' growth in the IB Middle Years Programme (MYP). Assessment is an ongoing process that helps monitor student progress, fosters continuous development, and encourages reflection. It aligns with the principles of the IB MYP and our mission to cultivate lifelong learners who are equipped with the skills and attributes necessary for a globalized world. The assessment plan is reviewed annually through collaborative reflection and updated as needed to ensure its continued relevance and effectiveness.

Roton Middle School and the IB Mission

The International Baccalaureate® (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Assessment Philosophy

At Roton Middle School, assessment is a cornerstone of our teaching and learning process. We are committed to providing assessments that are learner-centered and reflective of our core values of **R.A.M.S. (Responsible/Reflective/Respectful, Accountable, Motivated, and Supportive)**. Assessment practices are designed to meet the diverse learning needs of all students, ensuring every student has the opportunity to demonstrate their knowledge, skills, and understanding.

Assessment at Roton Middle School is grounded in the principles of the International Baccalaureate Middle Years Programme (IB-MYP). It is an ongoing and collaborative process that fosters both student growth and self-evaluation. Our goal is to ensure that students are not only prepared academically but are also equipped with the attributes necessary to succeed in a globalized world. We focus on developing students who are responsible, reflective, respectful, accountable, motivated, and supportive of their peers.

We believe that assessment should be:

- **Learner-Centered**: Taking into account different learning styles, abilities, and cultural backgrounds. Our assessments are authentic, providing opportunities for students to demonstrate their understanding in a variety of ways.
    - Assessment practices take into account different learning styles, abilities, and aptitudes, ensuring that all students have opportunities to demonstrate their understanding and skills.
    - Assessments are authentic and encourage students to show what they know, understand, and can do in meaningful ways.
    - The diversity of students' cultural and linguistic backgrounds is considered in assessment design, ensuring that all students are supported in their learning journeys.
    - Assessment fosters the development of critical thinking and self-evaluation skills, empowering students to take ownership of their learning and inquiry.

- **Collaborative**: Encouraging open communication between students, teachers, and parents. We involve students in their own learning by allowing them to engage in self-assessment and peer-assessment, helping them develop critical thinking and reflection skills.
    - Students are informed about the assessment criteria and expectations from the beginning of each unit of study, allowing them to understand how they will be assessed at every stage of the learning process.
    - Opportunities for peer and self-assessment are provided, enabling students to engage in collaborative reflection and take responsibility for their learning.
- **Continuous**: Assessment is an ongoing process that supports students as they monitor their own progress, set learning goals, and reflect on their growth throughout the academic year.
    - Ongoing feedback and reflective dialogue between students and teachers help guide the learning process, facilitating continuous improvement and growth.
- **Aligned with R.A.M.S. values**: Assessment practices at Roton Middle School emphasize the development of students who are responsible, reflective, and respectful; who take accountability for their learning and remain motivated throughout their academic journey; and who are supportive of one another in their pursuit of success.

By aligning our assessment practices with these values, we aim to create a learning environment where students are empowered to take ownership of their learning, continuously improve, and contribute positively to their school community.

Assessment Criteria for Each MYP Subject Area

The MYP assessment criteria are used to evaluate student achievement across various subjects. Each subject is assessed according to four criteria, with each criterion focusing on specific skills and knowledge.

Subject Area	Criteria A	Criteria B	Criteria C	Criteria D
Language and Literature	Analyzing	Organizing	Producing a Text	Using Language

Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	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-Life Contexts
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
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
Personal Project	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary Learning	Disciplinary Grounding	Synthesizing	Communicating	Reflecting

Each subject's criteria is based on achievement levels of 1-8. The teacher combines the scores from the four criteria to determine an overall score out of 32 for each subject. This total is then

converted into a single performance level between 1 and 7, with 7 being the highest level of achievement.

Grading Conversion Scale (We are not here yet)

Roton Middle School uses a grading conversion scale to ensure consistency between the IB 1–7 scale and traditional grading practices. The conversion chart below reflects how the IB MYP Grade Boundaries translate to percentage grades for report cards and transcripts:

IB MYP Grade	Boundary Guidelines (Total Score)	Percentage Range	Descriptor
1	1–5	0–59%	Minimal achievement in terms of the objectives.
2	6–9	60–64%	Limited achievement against most of the objectives.
3	10–14	65–74%	Moderate achievement against the objectives.
4	15–18	75–84%	Satisfactory achievement against the objectives.
5	19–23	85–89%	Good achievement against the objectives.
6	24–27	90–94%	Very good achievement against the objectives.
7	28–32	95–100%	Excellent achievement, demonstrating a consistent and thorough understanding of the objectives.

This conversion ensures that IB scores are meaningfully integrated with state and district reporting requirements while maintaining the integrity of IB assessment principles.

Assessment in the IB MYP at Roton Middle School

Assessment in the IB-MYP utilizes four types of assessment to promote student growth and development:

1. **Diagnostic Assessment (Pre-Assessment)**
    - Assesses a student's strengths, weaknesses, knowledge, and skills before the introduction of new concepts. It provides baseline data for instruction.
2. **Formative Assessment**
    - Occurs regularly during instruction to monitor student progress and provide ongoing feedback to adjust teaching strategies.
3. **Summative Assessment**
    - Evaluates student performance after a unit of study, typically at the end of an instructional period, to gauge overall achievement.
4. **Interim/Benchmark Assessment**
    - Administered periodically to evaluate student progress at key points throughout the academic year. For example, the NWEA test is used as an interim assessment by the district.

MYP Assessment Tasks and Grading

Assessment tasks at Roton Middle School are designed to be rigorous and reflective of the expectations of the IB MYP. These tasks are evaluated based on IB MYP criteria, which align with the subject area objectives and are designed to measure students' achievement in each subject.

We use a **grading conversion scale** to translate MYP assessment criteria into letter grades that are meaningful and consistent across the school. This scale ensures that students' grades reflect their true achievement based on the established learning goals.

The MYP Conversion Chart

The MYP scores assessments using an 8-point rubric. Each objective (criterion) needs its own score. Use the following conversion charts to enter MYP scores into your gradebook.

ONE Criterion/Objective

IB Criterion Grade	Score out of 100%
8	100
7	95
6	87
5	83
4	77
3	72
2	66
1	60
0	50

TWO Criteria/Objectives

IB Criterion Grade	Score out of 100%
16	100
15	97
14	95
13	90
12	87
11	85
10	83
9	80
8	77
7	75
6	72
5	70
4	66
3	63
2	60
1	55
0	50

THREE Criteria/Objectives

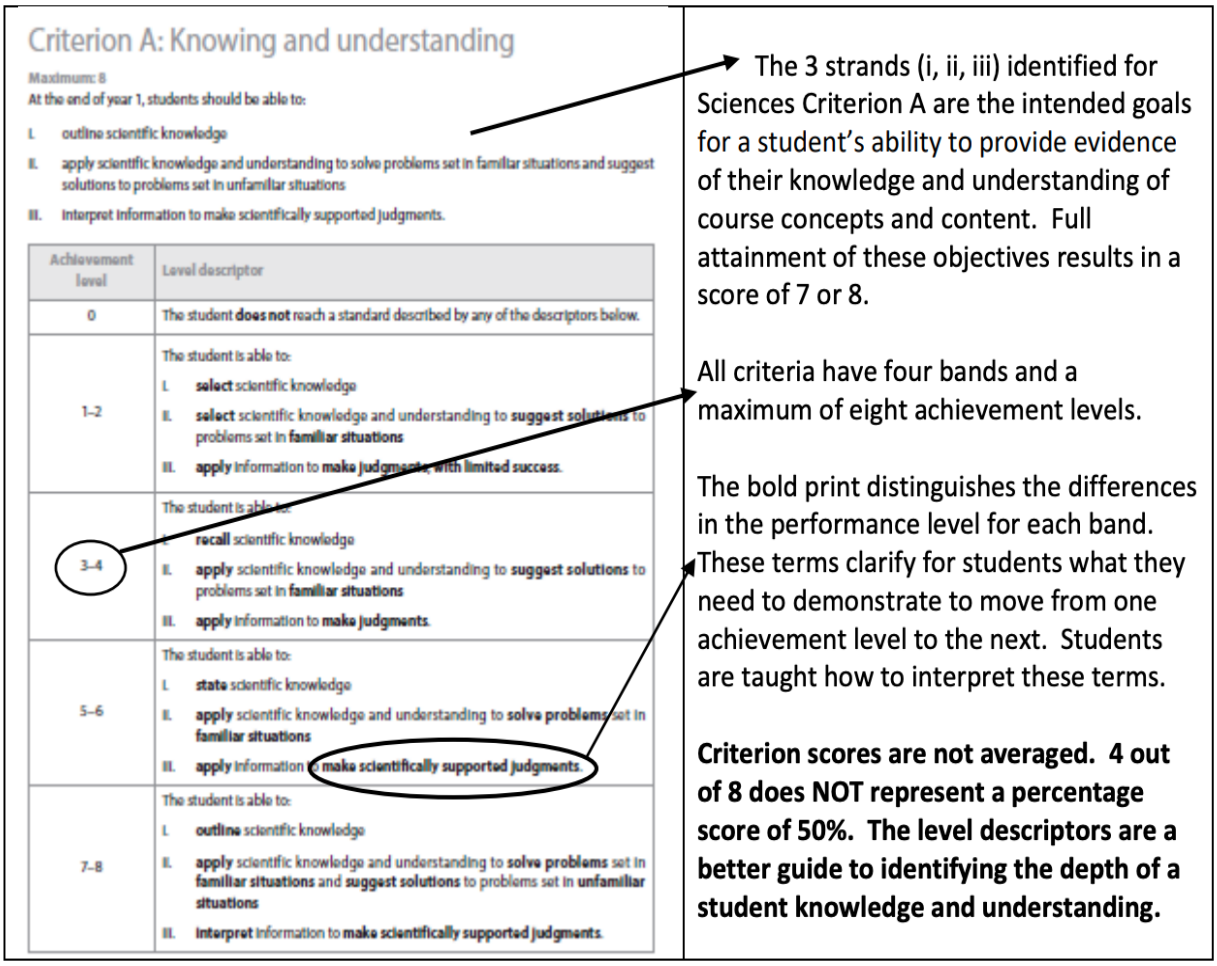
IB Criterion Grade	Score out of 100%
24	100
23	98
22	97
21	95
20	90
19	89
18	87
17	86
16	84
15	83
14	80
13	79
12	77
11	75
10	74
9	72
8	70
7	68
6	66
5	64
4	62
3	60
2	57
1	55
0	50

Assessment Results: Effective use of assessment results requires collaboration between teachers, students, and families. It is essential that all parties understand what each assessment communicates regarding student progress. At Roton Middle School, MYP assessment criteria will be used by teachers to report student progress toward the related objectives prescribed for each subject group (see chart below).

These criteria assess the factual, conceptual, procedural, and metacognitive dimensions of knowledge taught within each subject. Students will receive direct instruction on how to use and interpret the rubrics used to assess their work.

Additionally, Roton's MYP Coordinator will offer assessment information sessions to parents, which will be available. These sessions are offered both live and via streaming, with a recording available for parents who are unable to attend. The sessions aim to provide clarity on how assessment results are used and how they reflect student progress.

An example of the MYP Science assessment criteria rubric for Criterion A for Year 1 (Grade 6) is provided below with detailed explanations.



Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i. outline scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations

iii. interpret information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** scientific knowledge ii. **select** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments with limited success**.
3–4	The student is able to: i. **recall** scientific knowledge ii. **apply** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**.
5–6	The student is able to: i. **state** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to **make scientifically supported judgments**.
7–8	The student is able to: i. **outline** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to **make scientifically supported judgments**.

The 3 strands (i, ii, iii) identified for Sciences Criterion A are the intended goals for a student's ability to provide evidence of their knowledge and understanding of course concepts and content. Full attainment of these objectives results in a score of 7 or 8.

All criteria have four bands and a maximum of eight achievement levels.

The bold print distinguishes the differences in the performance level for each band. These terms clarify for students what they need to demonstrate to move from one achievement level to the next. Students are taught how to interpret these terms.

Criterion scores are not averaged. 4 out of 8 does NOT represent a percentage score of 50%. The level descriptors are a better guide to identifying the depth of a student knowledge and understanding.

IB Learner Profile and Assessment

Assessment at Roton Middle School fosters the development of IB Learner Profile attributes:

- **Inquirers:** Assessments encourage curiosity and independent research.
- **Thinkers:** Students apply critical and creative thinking in problem-solving tasks.
- **Communicators:** Assessments promote effective written, verbal, and visual communication.
- **Principled:** Students demonstrate integrity and take ownership of their learning.
- **Open-minded:** Tasks expose students to diverse perspectives and encourage cultural appreciation.
- **Caring:** Students explore ways to show empathy through their work.

- **Risk-takers:** Assessments challenge students to embrace new ideas and take academic risks.
- **Balanced:** Students are encouraged to manage their time and responsibilities effectively.
- **Reflective:** Assessments incorporate opportunities for reflection on learning and goal setting.

Responsibilities of Stakeholders

Teachers:

- Design varied and rigorous assessment tasks aligned with IB MYP objectives and criteria.
- Provide clear instructions, rubrics, and timely feedback.
- Collaborate with colleagues to ensure consistency and moderation of grading practices.
- Use assessment data to inform and adjust instruction.

Students:

- Actively engage in assessment tasks and reflect on feedback to improve learning.
- Take responsibility for meeting deadlines and participating in reassessment opportunities.
- Demonstrate academic honesty in all assessments.

Parents/Guardians:

- Monitor student progress using tools like PowerSchool and Google Classroom.
- Collaborate with teachers and counselors to support their child's learning goals.

School Leadership:

- Provide professional development on effective assessment practices.
- Ensure resources and time for teachers to collaborate and reflect on assessment data.
- Monitor the implementation of the assessment philosophy and provide ongoing support.

Assessment Practices in the IB MYP

Criteria-Based Grading:

- Student performance is assessed against IB MYP subject-specific criteria, not relative to peers.
- Each criterion is evaluated on an 8-point scale, and summative assessments use the IB rubrics.

Feedback:

- Feedback is descriptive, specific, and actionable, helping students understand their strengths and areas for improvement.
- Both formative and summative assessments include feedback to guide student growth.

Reassessment:

- Students have opportunities for reassessment to demonstrate improved understanding and mastery of skills at teachers discretion.

Service and Action Learning Outcomes

Service and Action are integral components of the IB MYP at Roton Middle School, fostering students' development as global citizens. The program is structured around seven **learning outcomes** prescribed by the IB, which serve as benchmarks for student growth.

Students must achieve and reflect on these outcomes throughout their time in the MYP, ensuring growth across all areas. Reflections are documented on Toddle and monitored by the Service Coordinator.

1. **Awareness:**
    - Develop self-awareness by identifying strengths and areas for growth.
2. **New Skills:**
    - Undertake challenges that help students acquire and develop new skills.
3. **Initiative:**
    - Plan, discuss, and evaluate student-led activities, demonstrating initiative.
4. **Commitment:**
    - Persevere through challenges and demonstrate sustained commitment to action.
5. **Collaboration:**
    - Work effectively and collaboratively with others, valuing teamwork and communication.
6. **Global Value:**

- Cultivate international-mindedness through global engagement, multilingualism, and intercultural understanding.

7. **Ethics:**
    - Reflect on the ethical implications of their actions and decisions.

Implementation Process:

- Students choose one or more outcomes for each service activity and consider them while working on the task.
- Reflections are required after the activity, focusing on how the chosen outcomes were achieved or further developed.
- Teachers provide feedback on reflections and track student progress toward meeting all seven outcomes during the program.

By participating in these experiences, students develop critical life skills, a sense of responsibility, and empathy, which align with the IB mission to create a better, more peaceful world.

Reporting to Parents

At Roton Middle School, we recognize that parents, teachers, and students are key partners in the educational process. Maintaining open and consistent communication is essential to fostering a collaborative environment where students can thrive. We strive to keep families informed and involved in their child's academic progress through the following channels:

- **Curriculum Night**
    - An annual event where parents are introduced to the curriculum and the expectations for the school year.
- **Class-Specific Communication**
    - Teachers share relevant class information, assignments, and updates through Google Classroom, email, or assignment notebooks.
- **PowerSchool Online Platform**
    - Parents can track their child’s academic performance in real time using the PowerSchool platform. This system allows parents to access live grades, assignments, and other important updates.
- **Teacher, Parent Coordinator, and Counselor Communication**
    - Parents are encouraged to contact teachers, **Parent Coordinator,** and counselors directly through email, phone calls, or scheduled meetings for any concerns or questions regarding student progress.

- **Report Cards**
    - Students will receive report cards four times during the academic year, providing a summary of academic achievement, effort, and behavior. These reports offer a comprehensive evaluation of student growth and development, reflecting their progress within the IB MYP framework.
- **School Displays**
    - Roton Middle School showcases student work and accomplishments through displays throughout the school, allowing parents to celebrate their child's learning experiences.
- **IEP (Individualized Education Plan)**
    - For students with special educational needs, IEP meetings and progress reports are provided to ensure that parents are involved in the development and monitoring of their child's learning plan.

Through these various forms of communication, we strive to create a strong partnership with families that supports student success and promotes a shared commitment to learning.

Approaches to Learning (ATL) Skills at Roton Middle School

At Roton Middle School, we recognize that Approaches to Learning (ATL) skills are essential for student success and lifelong learning. ATL skills equip students with the tools they need to "learn how to learn," fostering independent, reflective, and motivated learners who are prepared for academic challenges and life beyond school.

Teachers at Roton Middle School embed ATL skill development into every unit, ensuring that students engage with these skills across all subject areas. In collaboration with colleagues, teachers identify the specific ATL skills critical to success within their subject groups. These skills are not taught in isolation but are integrated into daily instruction, allowing students to see their real-world application.

Strategies for developing ATL skills are shared with students, and feedback on their progress is provided both formally and informally. This ongoing feedback helps students reflect on their development and understand how these skills contribute to their overall achievement.

Growth in ATL skills reinforces the behaviors that lead to academic success. As students develop these skills, they become more responsible, reflective, and independent, which supports their ability to manage their learning and contribute positively to the school community.

Approaches to Learning (ATL) Skill Categories:

ATL Skill Category	Description
Communication	Exchanging thoughts, messages, and information effectively through interaction; reading, writing, and using language to gather and communicate information.
Social	Collaboration - Working effectively with others to achieve common goals.
Self-Management	Organization - Managing time and tasks effectively.
	Affective - Managing emotional and mental states to maintain motivation and focus.
	Reflection - Reflecting on the learning process; choosing and using ATL skills to enhance personal growth.
Research	Information Literacy - Finding, interpreting, judging, and creating information in various forms.
	Media Literacy - Interacting with media to use and create ideas and information effectively.
Thinking	Critical Thinking - Analyzing and evaluating ideas, issues, and arguments.
	Creative Thinking - Generating novel ideas and considering new perspectives.
	Transfer - Applying knowledge and skills in a variety of contexts.

By incorporating ATL skills into every aspect of student learning, Roton Middle School fosters a school culture that values continuous growth, collaboration, and the development of well-rounded, future-ready individuals.

philosophy Development: The assessment philosophy was initially developed by the administration team. It was then discussed, reviewed, and rewritten collaboratively by faculty members during faculty meetings, with input from the IB MYP Coordinator. Additionally, the philosophy was reviewed by other IB coordinators in the district and the PTA to ensure alignment with broader district goals and community input. This collaborative process ensures that the philosophy is comprehensive, inclusive, and reflective of the needs of our students and stakeholders.

Alignment with Other Policies

Inclusion philosophy: Assessment practices at Roton Middle School, both formative and summative, are crucial for providing targeted feedback to students, including those facing barriers to learning. This feedback helps guide both students and teachers in supporting individual growth. Early low scores are not averaged into subsequent scores when measuring progress, ensuring that students have the opportunity to show improvement over time. The Inclusion philosophy and the Assessment philosophy complement each other, promoting a learning environment where every student has the chance to succeed and grow.

Language philosophy: The MYP assessment criteria require students to engage their language capabilities across all forms of communication—reading, writing, discussion, and performance. By developing these skills, students will enhance their ability to collaborate with others and reflect on their progress as learners. Language development is fundamental in helping students achieve success in all areas of the curriculum, aligning with Roton MS's commitment to fostering multilingualism and effective communication.

Academic Integrity philosophy: Academic integrity is a cornerstone of Roton Middle School's approach to assessment. Infractions related to academic dishonesty will result in consequences, which may include a modification of a recorded score. Students are taught that cheating undermines their learning process and development. The consequences of such actions are not intended to directly impact a student's grade, but rather to address behaviors that hinder authentic progress. By upholding academic integrity, students learn to value honesty and the process of self-improvement.

IB MYP Standards and Practices Addressed

Standard B1.5c:

● The school has developed and implements an assessment philosophy that is consistent with IB expectations.
Standard C4.1:
● Assessment at the school aligns with the requirements of the program (s).
Standard C4.1a:
● The school uses the prescribed assessment criteria for each subject group in each year of the program.
Standard C4.2:
● The school communicates its assessment philosophy, philosophy, and procedures to the school community.
Standard C4.3:
● The school uses a range of strategies and tools to assess student learning.
Standard C4.5:
● The school has systems for recording student progress aligned with the assessment philosophy of the program(s).
Standard C4.6:
● The school has systems for reporting student progress aligned with the assessment philosophy of the program(s).
Standard C4.7:
● The school analyses assessment data to inform teaching and learning.
Standard C4.8:
● The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Standard C4.9:
● The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the...MYP community project.

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philosophy Review: The first year of implementing the current practices helped to solidify the foundations for ongoing improvements. Although the initial changes in our policies presented challenges, they have resulted in long-term benefits. This philosophy was last reviewed in January of 2025, and feedback on its effectiveness continues to be shared with stakeholders through meetings with parents, conducted by the MYP Coordinator, and through our website and handbook. These continuous reflections and updates ensure that our practices remain relevant and effective in supporting student success.

Communication of the Assessment philosophy

Roton Middle School is committed to maintaining transparent communication about its **Assessment philosophy** throughout the school community. A collaborative working group, including teachers from various departments and subject areas, ensures that the philosophy is effectively shared and understood across the school.

This philosophy is aligned with the school's overall strategic plan, which is accessible on the Roton Middle School website.

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