



Mountainside Middle School IB MYP Assessment Policy



Rationale

Culture 1: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Approaches to Assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0401-01)

Approaches to Assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0401-02)

Approaches to Assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to Assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Assessment Philosophy

The belief of the SUSD learning community is that assessment is for student learning, is student centered and involves a commitment by all stakeholders. Mountainside Middle School's assessment philosophy directly correlates to the IB and Mountainside Middle School's two mission statements below.

IB Mission Statement

The International Baccalaureate® 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.

Mountainside Middle School's Mission Statement

Mountainside Middle School strives to develop principled, caring, and inquisitive learners in order to prepare them to be knowledgeable and respectful global citizens.

Assessment Principles

At Mountainside Middle School, we believe that:

- All students can learn
- Assessment is the ongoing process of monitoring, documenting, measuring and reporting information for and about learning
- Assessment helps monitor the effectiveness of the teaching and learning
- Assessments provide feedback in order to improve student learning
- Assessments show evidence of learning for school community and stakeholders alike
- Multiple forms of assessment are used in the classroom to address varied learning styles
- Assessments are clear, concise, and grade-level appropriate
- Assessments assess mastery of the state standards, inquiry, and conceptual learning
- Assessment is a collaboration between teacher and student to measure, monitor, and adjust methods to maximize learning
- Teachers, administrators, parents, and students all have access to student grades using Synergy and StudentVue/ParentVue

Purposes of Assessment

The purpose of an assessment is to support and encourage student learning. Assessments achieve this by providing feedback to the student and teacher. Assessments aim to identify what students know, understand, can do and feel at different stages in the learning process, and to provide a basis for practice. Assessments in any form are designed to be indicators of learning progress and measure achievement through the standards, objectives and criterion for each subject group. Assessments are critical tools used to provide teachers, administrators, parents, and students with information to support student learning.

Students at Mountainside Middle School are expected to be lifelong learners. Assessment plays a role in this. Assessment helps develop Learner Profile attributes in order for our students to be knowledgeable, they need to be thinkers. This critical and creative thinking is monitored through assessments, both formative and summative. Assessments also help develop Approaches to Learning Skills as they promote research skills, organization skills, reading critically, and working collaboratively.

Responsibilities

Student

- Collaborate with teachers and peers to offer and accept feedback for improvement and set goals for next steps
- Actively engage in self reflection, peer review, and instructional feedback
- Develop study skills (practice, review, reflect) to further the potential for success
- Show responsibility by proactively, seeking clarification, guidance, and support from teachers, peers, and parents
- Develop time management skills by adhering to deadlines given by the teachers and organizing the due dates in the weekly planner

- Maintain at least a 2.0 cumulative grade point average in all courses. Specific programs of instruction have their own requirements for grade point average
- Strive to exhibit attributes of the Learner Profile in your school and social life
- Successfully complete all assessments, formative, summative, and external

Parent

- Discuss assignments and assessments with students frequently to show support and encouragement
- Monitor student progress weekly using ParentVue
- Encourage the completion of homework as a practice/review/extension of the learning
- Communicate with the teacher if questions or conflicts arise so that they may be addressed in a timely manner
- Assist your child in adhering to deadlines set by the teachers
- Support your child, but also allow for productive struggle by refraining from doing the work for him or her

Teacher

- Actively engage in collaborative time with peers and leadership to plan, analyze, and utilize assessment to guide instruction
- Assign meaningful and/or reasonable assessments
- Provide an up-to-date-syllabus on their teacher webpage for parents to view curriculum
- Ensure the students have adequate time and materials for the assessments
- Ensure students have had appropriate instruction of, and interaction with, the skill, concept, or standard
- Provide timely feedback, both written and verbal, on assignments and assessments
- Work with PLC to assess instructional strategies, engage in data analysis protocol, prepare appropriate assessments, standardize scoring, complete detailed plans/strategies, conduct data chats to aid in student success, and plan for MTSS
- Report grades in a timely manner to the Synergy
- Communicate frequently with students and parents regarding student progress

IB Coordinator

- Provide training for Approaches to Learning skills and Learner Profile attributes
- Provide lessons that can be explicitly taught for student understanding of ATL skills, LP attributes and Global Contexts.
- Track unit planner data to determine gaps in learning and attend PLCs to address
- Arrange for PLC time to plan and reflect on teaching and assessments (all admin)
- Train teachers in IB Progress Reports to be given out twice per year
- Train teachers in scoring using IB objectives and criterion

Head of School (Principal)

- Set reasonable achievement goals
- Ensure supports (intervention, groups, alternate advisory, counselor) are in place for students to maximize their potential for success
- Help to collect data from external assessments to disseminate to teachers
- Attend PLCs to review and reflect on lesson plans, data analysis protocol, and reflection on instructional strategies
- Set aside district-sanctioned professional development

Assessment Design

Assessment is the cyclical process of monitoring, documenting, measuring and reporting information for and about learning. One way to do this is to adopt a balanced approach to assessment design, using a variety of assessment types and formats to ensure students with diverse strengths and needs have equal opportunities to demonstrate their understanding (IB, 2022). Both process and products are assessed through a variety of methods, outlined in “*Types of Assessments at Mountainside Middle School*.”

Types of Assessments at Mountainside Middle School

MMS teachers use a variety of testing methods to assess growth, knowledge, and application of skills.

Pre-assessments activate prior knowledge, provide teachers with information to help guide instructional needs, and engage students in questioning and personal inquiries about topics. Pre-assessments include (but are not limited to): quizzes, conversations, KWL experiences, provocations, surveys, questionnaires

Formative assessments are embedded in curriculum and instruction, with the purpose of generating constructive feedback and suggestions that can best help students to learn (IB, 2022). Formative assessment is an ongoing process embedded in the learning and teaching cycle, with the purpose of monitoring learning and tracking progress (IB, 2022). It also shows the students’ progression toward mastery. Good formative assessment designs allow teachers to understand the strengths and opportunities for improvement of individual learners and to identify possible next steps to move learning forward. Formative feedback also aims to build appropriate scaffolding for individual learners as they develop their concepts, skills and understanding (IB, 2022). Formative assessments include (but are not limited to): class discussions, group work, quizzes, open-ended questions and tasks, anecdotal records, classroom observations, student and teacher created rubrics, individual review, student reflection, peer and self-assessment, checklists, artistic expression, journals, and exit tickets.

Summative assessments are used to give teachers, students, and parents a clear understanding of a student’s performance and progress with standards, concepts, and skills taught. They are conducted at the end of a given unit or term of study, and are an opportunity for students to demonstrate their levels of mastery and learning. Examples of summative assessments include (but are not limited to): student and teacher created rubrics, peer and self-assessment, written tests, presentations, student portfolios, performances, projects, essays, competitions, project-based products, artistic expression, benchmark tests, and standards mastery tests.

The level of mastery is determined by the process and outcome and is recorded in Synergy which is an electronic grade book to which teachers, administrators, students, and parents have access in ParentVue.

Eighth grade students at Mountainside Middle School engage in a Community Project. This project is a culmination of all that they have learned during their time at MMS. Community Project is a semester-long project comprising the four phases: Investigating, Planning, Taking Action, and Reflecting. Completing the Community Project is a requirement of the IB programme. Students receive an assessment grade for their work on the project.

Students at Mountainside Middle School must participate in external assessments, too. These assessments are to be used formatively as teachers can see the assessment prior to, during, and after the assessment has been given. The teachers analyze the data to determine what needs to be re-taught, whether their own questioning matches, and how effective their teaching of the standards/skills is. MMS students also take the AASA (Arizona Academic Standards Assessment) standardized assessment in April. This assessment is one that measures the standards deemed most important for students to master within a particular grade level.

Grade Reporting

Scottsdale Unified School District holds communication with its stakeholders very seriously. Mountainside Middle School is no different. MMS uses an electronic grade book, Synergy, to record grades. Teachers, administrators, parents, and students have access to this grade book. Report cards are generated at the close of each quarter. Parent-Teacher Conferences are held twice per year; once in October and again in March. Progress reports are sent every two weeks and parents are sent student grades by the teachers.

MYP students are assessed using the Middle Years Programme Subject Criteria. Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year. MYP progress reports provide summative scores, given for each criterion within each subject area, and reflect a student's level of demonstrated competence of the discipline's objectives. Scores for criterion-based aims and objectives, teachers analyze criterion tasks and samples of student work on a variety of assessments. Teachers collaborate to design summative assessments, as well as systematically review the process.

MYP Practices for Assessing, Recording, and Reporting

- Students are assessed with the Subject Criteria
- Criteria are assessed multiple times during the school year and reported in the gradebook
- IB assessment scores are based on formative and summative tasks using the 0-8 point scale and then converted to SUSD percentage scores
- Grade 6 students are assessed using Year 1 objectives
- Grade 7 and 8 are assessed using Year 3 objectives
- IB rubrics, including task-specific clarifications, are used to assess teacher planned tasks
- Students are provided with the rubrics and criteria at the start of the unit to provide a guide and set the structure for feedback

Homework

Homework is assigned to students throughout the year. The purpose of homework is to reinforce and practice what was taught in class that day. Homework is used for grade generation, but its main purpose is formative in nature - to help the teacher gauge where the students are in their learning of a skill, concept, or standard.

Connections to other Policies

Academic Integrity Policy - Students will adhere to the academic integrity policy when completing class assignments, homework, projects, and all assessments.

Inclusion Policy - Teachers will follow the requirements outlined in a student's IEP or 504 plan and the Inclusion Policy when writing or delivering an assessment

Mountainside Middle School Assessment Policy

March 2024 - revised by IB MYP Coordinator

April 2024 - reviewed and approved by the IB Implementation Team (Policies and Procedures) and School Administrators

March 2025 - revised by the IB Implementation Team (Policies and Procedures)

April 2026 - next review

References

IB Coordinator Support Materials, 2020

IB Access and Inclusion Policy, 2023

Citation of schools and districts referenced in the writing of this policy:

MYP Assessment Policy for Kyrene Middle School

MYP Assessment Policy for Global Academy of Phoenix