

## **Dobbs Ferry Middle School MYP Assessment Policy**

### **Mission Statement:**

*The Dobbs Ferry School District strives to develop independent, curious, and open-minded learners who think critically, work collaboratively, act ethically and are knowledgeable about the world around them.*

### **Statement of Assessment Practice**

The Dobbs Ferry Middle School community of administrators, teachers, counselors, students and parents believes that the purpose of effective assessment is to acknowledge what students know, understand and are able to do. Assessments should be both formative and summative, and reflect authentic tasks whenever possible. Assessment tasks should be designed to appeal to a variety of learning styles as well as differentiated to meet diverse needs. Assessments can also provide students with an opportunity for reflection. All students enrolled in classes are required to take the corresponding world/state/local assessment at the end of the course.

As a public IB Middle Years Programme school, Dobbs Ferry Middle School will assess students using both the Dobbs Ferry School District Grading Policy, as well as MYP Assessment Criteria, found in the respective MYP subject guides.

### **Principles That Underpin All Assessment Practices**

Dobbs Ferry Middle School assesses students in order to:

- Enhance student learning
- Monitor and evaluate student progress towards meeting both MYP standards and state requirements
- Provide feedback to students, parents and stakeholders
- Gather evidence to support teacher reflection on the effectiveness of their teaching
- Inform curriculum review and instruction

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### **Formative and Summative Assessment Practices**

All teachers and students engage in formative assessment activities throughout the school year to monitor student progress and support student improvement in every course. Summative assessments measure student knowledge and achievement both at the end of units and courses of study.

MYP units include at least one summative assessment graded with a criterion- specific MYP rubric. These rubrics, which are aligned with corresponding MYP objectives, assist teachers in assessing the concepts and skills necessary for success in each of the subject areas, while also clearly communicating the expectations of the assignment to students. Achievement levels are determined through the use of specific subject group rubrics, as set forth by IB. Using these criterion specific rubrics to determine achievement levels is discussed during both department and grade level meetings. For common assessments, teachers of the same course meet and standardize their assessment of student work to ensure reliable results.

Additional academic support is available for students whose performance data suggests that they are struggling. The goal is to ensure that our students are provided as many opportunities as possible to demonstrate their knowledge and experience success. We strive to identify struggling students early and implement intervention services and strategies. Teachers are available to meet with students individually and/or in small groups during “T-Periods” to address their academic needs. Homework provides an excellent opportunity for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

### **Recording and Reporting Assessments**

Parents are consistently informed about assessments and procedures for assessments. Some common practices in recording and reporting student achievement related to MYP criteria include:

- Back To School Night Presentations
- Coffee and Chat events with Mr. Mussolini (Head of School) and Ms. Hickey (MYP Coordinator)

## Dobbs Ferry Middle School MYP Assessment Policy

- 6th Grade Parent Orientation
- Parent Teacher Conferences
- Teacher emails, phone calls and meetings
- Board of Education Meetings
- Online Parent Portal provides 24 hour access to assessment grades
- Google Classroom Guardian Summaries
- At the midpoint of each marking period, each family receives an official electronic report of the students' progress, that consists of teacher generated comments.
- At the end of each marking period, an official electronic report is posted which provides student academic performance data, attendance and punctuality data, and behavioral data.
- Comments aligned to the IB Learner Profile are also available for teachers to post on report cards.

### **Grade Marking System:**

<b>Dobbs Ferry School District Grading Table</b>	
<b>Grade</b>	<b>Grade Range</b>
<b>A+</b>	<b>98-100</b>
<b>A</b>	<b>93-97</b>
<b>A-</b>	<b>90-92</b>
<b>B+</b>	<b>87-89</b>
<b>B</b>	<b>83-86</b>
<b>B-</b>	<b>80-82</b>
<b>C+</b>	<b>77-79</b>
<b>C</b>	<b>73-76</b>
<b>C-</b>	<b>70-72</b>
<b>D+</b>	<b>67-69</b>
<b>D</b>	<b>65-66</b>
<b>F</b>	<b>Below 65</b>

MS MYP Assessment Policy Updated

December 2024

October 2021

October 2019

## **Dobbs Ferry Middle School MYP Assessment Policy**

### **Accountability and Review**

Teachers collaborate regularly to develop benchmarks and timely assessments based on both MYP criteria and state standards. These assessments both inform instruction and monitor student learning. Additionally, teachers analyze their assessment data in order to clearly align curriculum with both MYP and NYS standards.

All stakeholders Policy will review the MYP MS Assessment Policy on a bi-annual basis: teachers, students, parents and administration.

### **Resources**

Dobbs Ferry Middle School Student Handbook

*International Baccalaureate Organization Guidelines for developing a school assessment policy in the diploma programme (IBO 2010)*

*MYP: From Principles to Practice (IBO September 2014)*

*Programme Standards and Practice (IBO 2014)*