Marietta Sixth Grade Academy International Baccalaureate Middle Years Programme

Assessment Policy

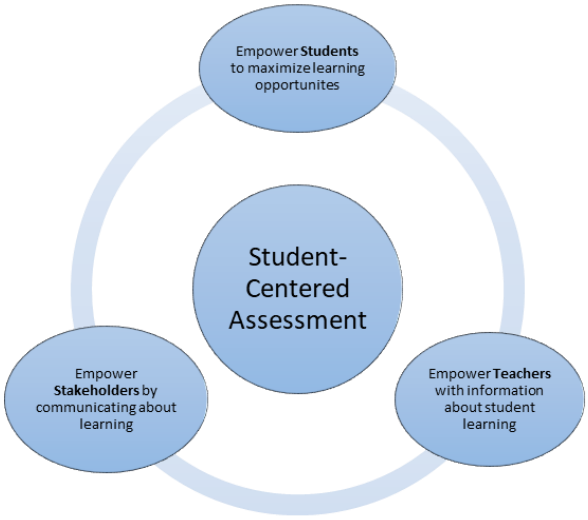
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Mission

Our mission is to ***strive to develop connected, global learners.***

Assessment Philosophy

As shown below, Marietta City Schools believes that assessment is integral to all teaching and learning and serves to empower students, teachers, and parents in order to maximize student growth.



Rationale

The vision of Marietta City Schools is for all students to learn to their fullest potential. MSGA's mission is to develop connected, global learners. Our IB programs are committed to developing assessment practices that are an integral component of the teaching and learning process. Having well-developed, developmentally appropriate assessment practices that support teaching and learning will allow students access to educational programs and practices that promote growth and success.

Purposes of Assessment

Assessment is an integral part of student learning and a necessary component of the teaching and learning process. We believe that assessment serves the following purposes:

- to support student learning, improvement, and growth
- to provide feedback to teachers, parents, and students about student learning, mastery, and performance
- to inform instruction that leads to best practice
- to determine skills needing further teaching
- to differentiate instruction to meet the needs of diverse learners
- to provide opportunities for students to show what they know and can do
- to establish and measure learning outcomes and targets for success
- to create productive, student-centered and learning-focused lessons and conversations
- to motivate student performance
- to provide avenues for students to personally reflect on areas of success and areas for growth to set specific learning goals

Types of Assessments

Classroom-based Assessments

We define classroom-based assessment as any tool that can be used by both teachers and students to create a common language towards improvement. These assessments may range from informal, ungraded, formative assessments to formal, graded, summative assessments.

Assessments contain a backward design to ensure the relevance of the objectives being taught (aligning with each subject group's IB aims and objectives, as well as the Georgia State Standards).

Formative Assessments

A formative assessment is an informal "check-in" that allows the student and teacher to improve. Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. For the student the formative assessment should provide an easily accessible view towards where they are in current understanding of the learning objective and provide effective and frequent feedback to support improvement. For the teacher the formative assessment should provide data that, when analyzed, allows the teacher to effectively determine differentiation, topics and/or skills that should be revisited, as well as areas of strengths that lead to best instructional practices. Time is provided for common planning in which teachers of the same course can work together to write assessments, to analyze data, and to create action plans informed by the formative assessments. These assessments should be grounded in IB learning objectives as well as the Georgia Standards of Excellence that lead to success on both IB criterion-based assessments as well as state standardized assessments.

Examples of Formative Assessments:

The list below provides a variety of formative assessment strategies. This list is by no means exhaustive but should provide a concrete foundation to reference.

- Teacher Observation
- Student/Teacher Conferences
- Exit Slips (Ticket Out the Door) or other Selected Response Assessments
- Collected Classwork
- Student Self-Reflection Forms
- Performance-based Tasks
- Process (Reflection) Journals
- Portfolio Assessments

Summative Assessments

A summative assessment is a formal, graded task, project, or assessment given after the student has been provided sufficient feedback as well as time to improve in areas of growth. Summative assessment is concerned with measuring student performance against IB assessment criteria to judge levels of mastery. Teachers must be aware of the principles and practices of IB assessment to develop authentic assessment tasks aligned with IB MYP.

Teachers should be transparent to parents and students as to how the student will be assessed. The goal of a summative assessment is to formally measure mastery of content after instruction and to provide a common language for the teacher and student leading to continuous improvement. These summative assessments should be grounded in IB philosophy, MYP criterion when appropriate, and the Georgia Standards of Excellence. The assessments should allow for a variety of ways for students to demonstrate knowledge, comprehension, and mastery of the learning objective.

Examples of Summative Assessments:

The list below provides a variety of assessments available in the classroom. This list is by no means exhaustive but should provide a concrete foundation to reference

- Open-ended or project-based tasks
- Traditional Assessments, including multiple choice exams, essays, written tests
- Portfolio Assessments

Standardized Assessments for Grades 6

- MSGA measures student achievement and growth with validated types of summative assessments (i.e., norm-referenced and criterion-referenced assessments). These assessments are aligned to the Georgia Standards of Excellence and are shared with students and parents in a variety of ways (e.g., conferences, summary reports, etc.).
- Teachers use standardized assessments to drive differentiation and student-centered instruction.

Examples and Uses of Standardized Assessments

- The Measures of Academic Progress (MAP) for Reading and Math
    - MAP is a computer-adaptive, norm-referenced, interim assessment taken by students in grade 6 (Fall, Winter, Spring).
    - MAP assesses, compares, and predicts reading and mathematics growth from fall to winter to inform skills students need to remediate, to learn, and to reinforce. Map data informs differentiation, explicit teaching prior to administering state assessments, necessary school-based interventions and specific placement or other support for students.
- Georgia Milestones Assessment Systems (GMAS) End of Grade (EOG) Assessments
  Georgia Milestones is a comprehensive, summative assessment program spanning grades 3 through high school, measuring how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.
    - End of Grade(EOG) assessments are administered in grade 6 in Reading and Math.
    - MYP students are required by the state of Georgia to participate in state-mandated GMAS
- Accessing Comprehension and Communication in English State to State (ACCESS 2.0 for ELLs)
    - ACCESS is an English language proficiency assessment administered to all students who have been identified as English Learners (ELs) in the spring of each academic year.
    - ACCESS is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.
    - ACCESS serves as one measure used to determine whether students are prepared to exit our English Language support programs.
    - Any identified English Language Learner in MYP and IBDP or CP is also required to take the WIDA ACCESS 2.0 assessment.

Grading Guidelines Grades 6

Content area Professional Learning Communities (PLC) will devise grading policies that are reasonable, balanced, and consistent. All teachers within a common PLC will adhere to the same grading policies. These policies should reflect a similar number of summative assignments, as well as a consensus of what constitutes mastery. Teachers will communicate these grading policies via the course syllabus within the first full week of each semester.

Grading policies may differentiate with reason to allow for course level differences (Honors.).

Teachers will provide opportunities for each student to continue to learn the material if they have not yet mastered it. Students will have the opportunity to be reassessed on material they haven't shown mastery on. This may occur during regular instructional time. Students will not receive a grade lower than 50%. Students will not be penalized for late work.

(MCS Policy IHA, Grading Guidelines, 2019)

Responsibilities of Stakeholders in Assessment

In Marietta City Schools and at MSGA, we believe that all stakeholders play a critical role in student achievement. When considering assessment practices that support and encourage student learning, we believe that these interconnected stakeholders are responsible for the following important actions:

Teachers

- to create a variety of purposeful, valid assessments and units of study that are accessible to all students and align with MYP.
- to create lessons and tasks that allow for success on assessments
- to create a space and time for student reflection about performance and achievement
- to model how to reflect on performance results
- to analyze assessment data in order to improve instruction and to identify gaps in student achievement
- to standardize assessment grading and reporting using common criteria
- to incorporate and report consistent use of applied IB scoring in the MYP program
- to evaluate course performance based on mastery of skills and level of student performance and not to rely on strict averaging of grades
- to collaborate with other teachers, and seek support when needed, to design assessments, analyze results, and ensure internal consistency of achievement level
- to communicate with parents on students' current progress and relevant next steps for growth
- to design assessments tasks to curriculum standards, unit plans, approaches to learning, and statements and questions of inquiry
- to emphasize reflection and the growth mindset as important life skills
- to provide frequent and timely feedback on assessments
- to continuously improve the quality of classroom-based assessments
- to participate in collaborative standardization activities to reach common understanding and application of criteria and descriptors
- to participate in professional learning about IB and unit and assessment design
- to remain abreast of current research and trends in assessment practices

Students

- to prepare for assessment and to commit to their best work
- to view effort as a critical component of achievement
- to acknowledge academic challenge as productive for growth and learning
- to welcome and use feedback to improve subsequent performance
- to participate in conversations about their performance and progress
- to actively seek assistance and to ask questions when clarification is needed
- to reflect on assessment results and determine how to improve
- to independently complete assessments in accordance with the academic honesty policy
- to understand that assessment results are merely a measure for a performance at a single time and that one score does not define student ability
- to exemplify the IB Learner Profile in their approaches to learning and assessments

- to actively participate in the learning process
- to make connections between current performance and future academic and life success

Leadership (Administrators, IB Coordinators, and Instructional Coaches)

- to advocate for policies that allow students to show mastery in a variety of ways
- to provide on-going professional learning about IB and assessment practices
- to observe teachers and to engage in honest conversations with teachers about how and where their practice can improve
- to provide time for Professional Learning Communities (PLC's) to meet in order to analyze assessment results and adjust instruction
- to monitor teacher collaboration
- to attend, and conduct when needed, teacher collaboration meetings to design assessments according to IB standards and practices.
- to model data analysis
- to create opportunities for parents to be involved and to communicate with teachers
- to remain abreast of current research and trends in assessment practices
- to protect instructional time and provide teachers with time to administer authentic assessments
- to understand that assessments can be differentiated based on student and teacher needs
- to understand that standardized assessments are limited in scope and are only one way to measure student achievement
- to ensure that teachers of the same course implement common assessments and norm their grading
- to trust the professional expertise of teachers

Parents

- to support teachers and students in preparation for assessments
- to attend parent conferences whenever possible and contact teachers with any questions about assignment or assessments
- to ask questions about assessments results
- to encourage students to work toward achievement at full potential
- to provide students with an environment that promotes learning and values education
- to understand that the school wants students to succeed
- to promote conversations about student growth and improvement
- to encourage students to keep up with coursework and to meet deadlines
- to access ASPEN to monitor student progress
- to familiarize themselves with principles of IB assessment

Assessment and Feedback on Schoology (MCS Online Learning Management System):

Schoology allows teachers to…

- provide timely and effective feedback (via rubrics, audio/narrative feedback, autograde features, and mastery reports)
- create learning objectives and rubrics aligned to MYP Subject Group objectives and strands
- report learning objectives mastery to students and families

Schoology allows students and parents to…

- view immediate feedback to reflect on improvement
- maintain a portfolio of student work
- view learning objective mastery and progress
- collaborate with their teacher to set learning goals

Special Assessment Features in the Middle Years Programme (MYP)

Recording and Reporting of MYP Levels of Achievement and Final Grades

Currently, MYP teachers inform students of their progress on MYP performance tasks by giving students MYP rubrics when a task is assigned, with written feedback after task completion. MYP teachers discuss the feedback and rubrics' results with students during assessment conferences in the classroom. Additionally, teachers record MYP levels of achievement for each criteria in Aspen, our Student Information System (SIS) and can add MYP subject group objectives and rubrics in Schoology (LMS) for students and parents to view during the school year. Teachers assess each criterion twice a year at a minimum. At the end of a course, the final MYP overall achievement level is recorded and viewable in Aspen on the final report card.

Marietta City School Report Card grades are based on a traditional American letter scale of A (90-100), B (80-89), C (73-79), D (70-72) and F (0-69). The International Baccalaureate Diploma, Middle Years, and Primary Years Programs grading scale is a numerical system from 7 (excellent) to 1 (minimal). Student grades will be reported on the Marietta City traditional American grading scale multiple times each year and on the IB grading scale at least once annually. Grades for assignments scored using IB (DP, CP and MYP) rubrics (ranging from 1-7), will be factored into the traditional grade average as detailed in each course syllabi.

Assessment policy alignment

The assessment philosophy and policy align with the academic integrity, admissions, inclusion, and language policies. Each is student-centered and rooted in our belief in the IB's mission that all students belong and can grow and learn. Assessment is an integral part of a student's growth and development.

Alignment to our academic integrity policy

Our assessment policy aligns with our academic integrity policy in that both support our students' development as principled, reflective learners. The MYP, DP, and CP assessment design and processes are ongoing in our instructional planning and practices and guide students to authentic ownership and integrity of their learning to maintain academic integrity at all times.

Alignment to our admissions policy

Our assessment philosophy and policy aligns with the admissions policy in that our assessment practices support all students to help them progress and grow in their learning and achievement towards their academic goals. Through vertical planning, our assessment practices help students see their full potential and be willing to challenge themselves academically throughout MYP as students may choose to enroll in either the IBCP, the IBDP, or they may take individual courses based on their personal interests and abilities.

Alignment to our inclusion policy

Our assessment policy aligns with the inclusion policy in that we utilize assessment practices that support equitable access and inclusion to appropriately challenging curriculum and assessment for all diverse learners. Our policies reflect the following definition of inclusion in their goals and practices:

"*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (The IB guide to inclusive education: a resource for whole school development, 2019)*

Our assessment policy supports access for learners at all levels to the MYP and to opportunities to experience rigorous and challenging curriculum in MYP, DP, and CP.

Alignment to our language policy

Our assessment policy aligns with our language policy in that both encourage student voice, choice, and ownership of learning. As assessments are designed in alignment with the MYP Criterion, the IBDP and IBCP standards and objectives, and the Georgia Standards of Excellence, students develop skills in acquiring the academic language and literacy of the subject groups and disciplines. The use of formative and summative assessment data allows for specific feedback in language use.

Communication of the Policy

The assessment policy is posted on our school's public website.

Program Standards and Practices. IBO, 2018.
Guidelines for developing a school assessment policy in the Diploma Programme. IBO, 2010.
Teaching and learning informed by assessment in the Diploma Programme. IBO, 2021.



This district policy should be reviewed annually and revised as necessary following the review.