MYP Assessment Policy

Statement of Philosophy that Supports Student Learning:

Academy School District 20 IB schools believe that assessment and learning engagements are integral tools used to educate every student to become a lifelong learner. Through inquiry-based instruction, students are provided feedback on their understanding of IB concepts and contexts. In addition, essential objectives drive well-written assessments, which then guide instruction. The assessment tasks, strategies, and tools may be collaboratively designed by teachers and students. Objective-driven assessments allow teachers to provide rich feedback and give students the opportunity for reflection. We recognize both summative and formative assessments as being integral to the teaching and learning process. Assessments contribute to each individual student's understanding and growth within the inquiry-based curriculum.

The purpose of the assessment policy is to communicate the school's expectations with regard to assessment tasks and to ensure the assessment process is transparent, equitable, and relevant. We believe that assessment must meet the individual needs of the learners and support the holistic nature of the MYP by taking into account the unique development of the whole student. We believe that assessment throughout our programme should be used to support student learning and achievement.

Common Practices in writing MYP tasks

- Assessments measure the students' mastery of IB objectives through the use of
    - Common assessments
    - Approaches to Learning skills
    - MYP assessment criteria for each subject group in all years of the programme

- Teachers provide clear learning targets to students and design assessments that are
    - Performances of understanding: authentic tasks as much as possible
    - Relevant and student- friendly, encouraging student "buy-in" (ownership?)
    - Made public and tied to learning objectives

- Teachers create assessments in order for
    - Students to demonstrate maximum learning
    - Students to frequently show their individual achievement
    - Students and teachers to gauge student progress toward mastery
    - Students to have differentiated assessment tasks to better take advantage of their learning strengths.

- Teachers provide students with multiple opportunities to master objectives by
    - o Providing feedback in a timely manner
    - o Allowing students to revise work, when possible, according to rich, descriptive feedback
    - o Allowing students to rework formative assessments if possible

- Teachers ask students to self-assess their learning because
    - o It is critical that students have the opportunity to practice self-assessment and reflection to master this lifelong skill while still in a school
    - o Self-assessment promotes ownership in one's own education

Common Practices in using MYP assessment criteria

Assessment tasks are developed, implemented and assessed using MYP rubrics collaboratively by MYP teachers with reference to both relevant MYP guides and subject group overviews. Teachers do the following in order to have common practices around determining achievement levels on IB rubrics:
- Use MYP subject group assessment criteria rubrics
- Exemplars and non-exemplars may be made available to students
- Clarify descriptors on rubrics with students using student-friendly language
- Generate checklists and rubrics to support formative assessments within the Professional Learning Community (PLC)
- Write task-specific rubrics or make assessment tasks specific by using a task sheet or by sharing grading practices on specific assessments with students during a class discussion.

Common Practices in determining achievement levels

- Teachers discuss how the command terms are used in the rubric.
- Consistent application of command terms reduces stress and confusion about their meaning, and empowers students to manage their own learning and transfer cognitive processes and academic skills.
- Teachers standardize grades by using time during PLCs to compare grading practices and agree on a common level for each summative task.
- In PLCs, teachers standardize their expectations for achievement by writing common assessments, using common rubrics and by discussing what they will be looking for in student work in order for a student to achieve at a certain level.
- Teachers practice adapting rubrics to meet specific student needs.

Formative and Summative Assessments

Multiple and varied assessments will be employed to evaluate student achievement. It is encouraged that teachers write performances of understanding using the Wiggins and McTighe GRASPS method. These authentic tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations. Examples of various assessments include:

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Verbal discussion/Socratic seminar
- Individual and group work
- Open-ended tasks
- Laboratory activities
- Presentations using a variety of tools (Prezi, Powerpoint, GoogleDocs) and in a variety of ways (oral, written, graphic)
- Process journals

Formative assessments will be ongoing throughout the programme using criteria related to the objectives. Formative assessment is a feature of all teaching and learning in the MYP programme and is vital to the learning process.

Summative assessments contribute to the determination of the achievement level. This usually takes place at the end of the MYP unit of work or at the end of the quarter or semester. As students are assessed continually in the MYP, teachers will be able to determine a level of achievement during a learning period.

In addition to creating our own assessment tasks, students are required to take CMAS (Colorado Measures of Academic Success), PSAT (Preliminary Scholastic Aptitude Test) as well as STAR (Standardized Testing and Reporting) tests. English Language Learners (ELL) are required to take ACCESS (Assessing Comprehension and Communication in English State-to-State). Data from these tests are used to support many of our warm ups and formative tasks.

Common practices in recording and reporting student achievement

Teachers are using our district student information database, Infinite Campus, to record MYP grades. Effective gradebooks contain scores for formative assessments that support the criterion-related summative assessments. *It is our goal to have gradebooks reflect student learning from a body of evidence including classwork, homework and assessments.*

When reporting grades to stakeholders:

- Evidence of learning will be shared with parents during conferences and on report cards each quarter at the middle school and each semester at the high school. Our report card contains percent and letter grades as required by our district grading system.
- MYP assessment criteria scores are reported in Infinite Campus and students and parents can view those grades through the parent portal account.
- Teachers and students regularly monitor, reflect upon, and discuss growth.
- Recorded grades include the most recent growth of students if they have taken the opportunity to redo assignments within a reasonable amount of time.

It is our goal that each criteria is being reported the prescribed minimum, with the hope that teachers are reporting more often in order to see a more complete picture of each student's development on the MYP criteria. MYP scores are recorded in a category that is un-weighted. The scores are written as a whole number. Some teachers are choosing to dual report so the scores are entered in the un-weighted category and then are placed in the weighted portion of the gradebook, where they calculate as a percent. The score towards the quarter/semester grade entered is agreed upon by the PLC. This table shows what percent an MYP criterion level may reflect in a traditional gradebook.

MYP criteria score	0	1	2	3-4	5-6	7-8
Percent in gradebook	Not available: We must see some sort of work from students.	60-64%	65-69%	70-84%	85-95%	96-100%

MYP grades may be reported to parents during student and parent conferences. Student grades, assignments, and teacher comments can also be viewed 24-hours a day through the Infinite Campus parent and student portals. It is our hope to implement a 4th quarter MYP report card using the general grade descriptors in the near future. Below is an image of our gradebook.

Communicating our Assessment Policy

The Assessment Policy, alongside the school's Academic Honesty, Special Needs and Language policies, will be communicated to all stakeholders. Policy documents will be made available on the school website for parents and community access, and distributed in printed form to all staff members at the school site. School leadership and staff will review necessary aspects of each policy, as appropriate, with parents and students through back to school nights and school information events and publications. Additional printed copies will be made available for distribution to interested parties.

Reviewing our Assessment Policy

A committee, made up of school leadership and staff will be formed to review the policies. The policy will be reviewed and revised as needed and the communication of the changes will be presented to all stakeholders.

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