

## MYP (GRADES 6-10) ASSESSMENT POLICY

### Our Assessment Philosophy

We understand that in order for students to maximize their potential, they must be provided with challenges and opportunities that ensure their growth and push their thinking. We understand that assessing student learning is complex and that rigorous, authentic and aligned assessments are essential to the learning process. The intent of assessment is to reveal what a student understands, knows and is able to do and is integral to the learning process. We understand that we all deserve various ways to show what we know and honor evidence of student understanding that is varied, constructivist and holistic. Our assessment practices will enhance and improve the teaching process, encourage student learning and honor and reward growth.

Throughout the MYP units of study, students are taught the Approaches to Learning (ATL) skills of communication, social, self-management, research, and thinking. These skills give students the skills and habits which will help them to be successful on summatives as well as enhance skills needed to excel in high school, college, and career. We feel that students should be involved in the assessment process and should be aware of the expectations so that they can take ownership of their learning. By sharing MYP objectives and assessment criteria, offering targeted feedback, and providing our students with time for reflection and goal setting, we can ensure that students are meeting with success and achieving at high levels.

Students must be able to apply their learning, independently and thoughtfully, to varied complex situations, inside and outside of school. Lacking this ability to transfer their learning, a student will be neither college nor workplace ready. Therefore, assessment practices will be guided by this larger goal: *all students becoming independent, critical and creative thinkers who take ownership of their learning and success.*

### Our Guiding Principles

1. *Assessment accurately reveals what students understand, know and are able to do.*
  - a. Driven by learning outcomes which are authentic, rigorous and aligned with subject group objectives of the MYP as well as Louisiana State Standards
  - b. Promotes deep understanding of subject content and IB concepts
  - c. Designed to ensure students' development of the Approaches to Learning skills in order to promote independence and transfer and build strong academic habits
2. *Assessment provides meaningful feedback and promotes reflection.*
  - a. Gives students a clear picture of their progress and feedback on how to improve
  - b. Promotes reflection among teachers and students
  - c. Provides students with opportunities to own their own learning and challenge themselves to improve their skills and grow their knowledge in response to feedback
  - d. Provides students with opportunities for reflection, as well as peer assessment and self-assessment
3. *Assessment drives instructional practice.*
  - a. Provides data that informs instructional decisions

- b. Ensures teacher reflection and growth
- 4. *Assessment promotes positive attitudes towards learning.*
  - a. Encourages intrinsic motivation and builds confidence and the positive feelings that result from success
  - b. Encourages a mindset that understands and values failure and sees it as a way to grow
  - c. Encourages students to seek out challenges and be risk-takers as learners
- 5. *Assessment is differentiated.*
  - a. Identifies areas of growth
  - b. Recognizes and takes into account students with diverse learning needs by modifying and accommodating expectations in relation to individualized needs
  - c. Honors the whole child
  - d. Is varied in type and purpose

### Our Primary Assessment Methods

*Formative (Assessment FOR learning)* - Formative assessment is all of the activities used by the teacher to gather the information that allows for feedback to modify and guide teaching and learning. This occurs while knowledge is being learned. Its purpose is to provide specific, timely feedback for improvement. It is used frequently, thoughtfully and strategically, throughout a unit of study, to promote success on summative assessments. Some examples of formative assessments are exit tickets, quizzes, homework, checklists, etc.

*Summative (Assessment OF learning)* - Summative assessment occurs at the end of a learning cycle and provides information to be used in determining a student's achievement. MYP summative assessments usually occur at the end of each unit to provide evidence for evaluating student achievement using subject rubrics provided by the IB.

*Diagnostic/Progress Monitoring* - Diagnostic testing takes place prior to instruction to determine student needs and make decisions for remediation and support. Progress monitoring is skill-specific benchmark testing along the way to determine if students are progressing and to be used to modify or adjust RTI programming. Some examples of diagnostic/progress monitoring assessments are LEAP 360 practice tests.

*External Mandated Assessments* - Several external assessments are required by the State of Louisiana which are the LEAP 2025, LEAP Connect, English Language Proficiency Test (ELPT) and End of Course (EOC) tests. Louisiana students are assessed annually in grades 3 through 8 and in the high school grades. Students in grades 3 through 8 take assessments in English, Math, Science and Social Studies. In high school, students take EOC tests in 6 subjects: Algebra I, Geometry, English I, English II, Biology and U.S. History. These assessments measure proficiency in each subject area.

### Our Assessment Strategies

A variety of strategies will be used in order to provide a balanced and evidence-based conclusion about a student's achievement through the development of rigorous, aligned assignments. The first three could be a formal end of unit summative or part of the traditional grade.

*Performance Tasks/Projects* - Complex challenges that mirror real-world problems and can range in length from short term tasks to long-term, multistage projects. They are authentic and usually address a real or simulated audience and allow students greater opportunity to personalize the task.

*Academic Prompts/Tasks* - Open-ended questions or problems that require the student to think critically and use analysis, synthesis, and evaluation. They require a constructed response and are open with no single best answer. They require evidence for the answer given and a possible explanation of methods used to solve the problem or task. This includes writing assignments (essays and creative writing).

*Quizzes and Tests* - Traditional assessment formats consisting of content-focused items that assess for factual information and often use selected-response (multiple-choice, true/false, matching) or short answer/extended response formats.

*Portfolio Assessment* - Portfolios provide a means for students and teachers to compile evidence of learning over time, as well as offer a place to spotlight one's identity and personal accomplishments. Portfolios involve students in reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills. They are also useful ways to involve students in their own learning.

*Our MYP Summative Assessments* - MYP summative assessments are required by the IB in Years 1 – 5. MYP summative assessments are teacher/department created assessments aligned to the IB subject-specific criteria and are unique to each subject area as seen in the table below. IB requires each subject area to assess each criterion twice during the school year. At Morris Jeff, each criterion will be assessed once a quarter except for Design.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	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-world contexts
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
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

On each summative students are scored on a 0-8 scale based on descriptors from IB rubrics.

Our Grading Policies for 2020-2021:

MYP (grades 6-8) students at MJCS earn two types of grades, MYP Summative grades\* and a Study Skills grade.

*MYP Summative grades*

- Based on summative assessments usually given at the end of a unit of inquiry, but can be assessed throughout the unit
- Each assessment will assess one or more subject specific criteria
- Each assessment criteria will be assessed once per quarter except Design
- Summative achievement levels are determined by subject teachers using subject specific rubrics
- No other work, besides the work on the summative, can be used to determine MYP subject achievement levels
- Achievement levels can range from a 0 (lowest) to 8 (highest) on a summative assessment
- At the end of each quarter and school year, subject teachers add together the student's final achievement levels in all criteria of the subject group to determine a MYP Final Grade to Date Scoring

for the subject on a scale 1-7.

- Summative assessments should be graded and returned to students within 10 school days of the assessment being given.

*MYP Final Grade to Date Scoring*

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

*MYP Summative Grade and Final Grade to Date Conversion Chart to Traditional Grades*

Summative Assessment Conversion Chart: MYP Years 1, 2 & 3			
Summative Grade	Overall Grade (End of Quarter and School Year)	Traditional Grade	IB Descriptor
8	7	A+	Excellent
7	6	A	
6		A-	Very Good
5	5	B	
4	4	C	Good / Satisfactory
3	3	D	Needs Improvement
2	2	F	Unsatisfactory
1	1		

*MYP Study Skills*

- Based on classwork completion, participation in class, homework completion and behavior
- Achievement levels are determined using the Study Skills rubric.
- Achievement levels can range from 0 (lowest) to 8 (highest)

## STUDY SKILLS RUBRIC

Achievement Level	Level Description	Clarification
0	Does not reach a standard described by any of the descriptors below.	
1	<b>Rarely</b> <ul style="list-style-type: none"> <li>Followed school and class rules</li> <li>Prepared for class with all necessary materials</li> </ul>	Earns below 60% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
2	<ul style="list-style-type: none"> <li>Completed classwork</li> <li>Participated in class</li> <li>Completed homework</li> </ul>	Earns 60% to 67% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
3	<b>Occasionally/Sometimes</b> <ul style="list-style-type: none"> <li>Followed school and class rules</li> <li>Prepared for class with all necessary materials</li> </ul>	Earns 67% - 74% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
4	<ul style="list-style-type: none"> <li>Completed classwork</li> <li>Participated in class</li> <li>Completed homework</li> </ul>	Earns 75% - 84% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
5	<b>Consistently/ Often</b> <ul style="list-style-type: none"> <li>Followed school and class rules</li> <li>Prepared for class with all necessary materials</li> </ul>	Earns 85% - 92% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
6	<ul style="list-style-type: none"> <li>Completed classwork</li> <li>Participated in class</li> <li>Completed homework</li> </ul>	Earns 93% - 94% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
7	<b>Always/Almost Always</b> <ul style="list-style-type: none"> <li>Followed school and class rules</li> <li>Prepared for class with all necessary materials</li> </ul>	Earns 95% to 96% of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>
8	<ul style="list-style-type: none"> <li>Completed classwork</li> <li>Participated in class</li> <li>Completed homework</li> </ul>	Earns 97% or higher of possible points on <ul style="list-style-type: none"> <li>Weekly behavior including participation and preparedness for class</li> <li>Formative assignments (i.e. classwork, quizzes)</li> <li>Homework completion</li> </ul>

## We Report Learning Progress and Grades By:

### *Formative and Summative Assessments*

Timeliness of feedback is paramount to improving student learning. All formative and summative assessments shall be returned to the student scored and/or with feedback within 10 school days of the assessment being completed by the student.

### *Report Cards*

Reporting of student achievement for MYP students will be two tiered. Students will receive a subject specific score based on MYP summatives. This will be a MYP grade that is based solely on content summatives that are scored using a criterion-based rubric that is shared with students in advance of summative work. The second will be a Study Skills grade that is based on completion of homework/classwork, traditional tests/quizzes as well as essays/projects and participation.

### *Student Led Conferences*

Twice a year parents will be invited to attend their child's student led conference. This will occur at the beginning and end of the year, and the student will lead the conference, sharing goals, progress, best work and selected achievements.

### *Report Card Conferences*

Parent/teacher conferences will be held after the first, second and third quarters in order to give parents and students feedback on their child's progress.

### *Powerschool*

Subject teachers will enter formative and summative grades within 10 school days of the student completing the assignment/assessment. Parents and students will have access to the feedback/scores via Powerschool

### **Bibliography**

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3. Wiggins, G & McTighe, J. *Understanding by design (expanded 2nd ed)*. Alexandria, Va: Association for Supervision and Curriculum Development.
4. O'Connor, Ken. (2011). *A repair kit for grading*, Boston, MA: Pearson Education