



Ridgeway Middle International Baccalaureate World Optional School

2023-2024

Standardization of Assessment

Departmental meetings are held bi-monthly. During this time, teachers are required to discuss assessments, review student data, and identify strategies to improve student achievement. Teachers also use this time to review/modify lesson plans and unit plans.

Collaborative Planning days are also implemented each semester for every subject. Substitute teachers are used for class coverage. During this time, all subject specific teachers are given the opportunity to plan vertically and horizontally for upcoming lesson plans and unit plans. The planning time is also used to review assessments.

For the 2022-2023, grade level subjects will have common planning times. This will give the teachers an opportunity to discuss assessments daily. Student work samples will be used to discuss how the MYP objectives are accurately assessed.

Philosophy

Assessments provide data and allow for analysis regarding student performance. They identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

Purpose of Assessment for Teachers:

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

Purpose of Assessment for Students:

- To provide consistent, timely feedback and opportunity for reflection
- To give a “time stamp” of what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

Purpose of Assessment for Parents:

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of curriculum

Principles of Assessment:

- Tasks will be designed to appeal to a variety of learning styles.
- Assessments will be differentiated to account for students’ diverse needs.
- Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning, and real-world contexts.
- Assessment tasks will include clear, consistent use of command terms.
- Students with identified learning needs will receive accommodations based on their learning plans.
- All work submitted for assessment must be the student’s own work.
- Students will receive timely and meaningful feedback on their performance on assessment tasks.
- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

Process for Standardization of Assessment Scoring

Grade level and subject area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among MYP teachers. The process of standardization is revisited by MYP Coordinators at least once per year.

Common Practices for Recording and Reporting

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed multiple times during the school year.
- Reported MYP scores are based on more than one assessment task.
- Teachers employing standards based grading use MYP Criteria for all assessments during the year.
- Teachers use the Year I, III, or V rubric appropriate to students' year in the programme.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades; or determining MYP grades by combining homework, classwork, and test grades.
- Rubrics are designed by the IB and made task specific by the teacher (possibly collaboratively with students) as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by instructor.

Types of Assessment

- Teachers assess all content areas (State of Michigan Grade Level Content Expectations and Michigan Merit Curriculum and the Common Core Standards at both the Middle and High School levels) through formative and summative assessments. In addition to quizzes and tests, other forms of assessment are utilized to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment). Developmental Workbooks, Digital Portfolios, and Process Journals may also be used. All Sophomore students working toward a high school diploma complete the Personal Project as a culminating experience.

Pre-Assessment

- Assists the teacher in planning learning activities for the unit
- Activates prior knowledge
- Accesses what students want to learn about

Formative Assessment

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods; however, it is not used to determine a final MYP score
- Involves students as they reflect on their own Approaches to Learning Summative Assessment
- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks to prepare for the assessment

Reporting to Parents

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Curriculum Night
- Communication of class-specific information: Class-Dojo, Google Classroom, and/or Student Assignment Notebooks
- Powerschool online grade book
- Teacher and/or Counselor e-mails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Report Cards
- School displays
- IEP: Individual Educational Plan for Special Education students

Grading Policy

Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year.

End-of-Semester MYP Reporting

A summative semester end score, given for each criterion within each subject area, reflects a student's level of demonstrated competence. Scores for each criterion are reported as whole numbers, using the 1-8 scale.

Five-, six- and ten-week courses at the middle schools report on criteria that have been assessed by the culmination of the course, and MYP criteria scores may be communicated apart from the MYP report of progress.

Students who complete the requirements of the Middle Years Programme, including completion of the Personal Project, receive documentation on their high school transcript.

Communication Plan

The Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year.

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