



## Druid Hills Middle School Assessment Policy



### ***Philosophy***

At Druid Hills Middle, we believe assessment should facilitate learning by promoting higher order thinking skills and providing timely feedback to students which allows them to reflect on their learning. Assessment determines the learner's levels of understanding, using both formative and summative assessment.

We believe the purpose of assessments should:

- Identify student's strength and weakness in the content subject area through their demonstration of knowledge by showing what they know, understand and can do.
- Meet the needs of students at particular ages and stages of development.
- Support and encourages effective teaching and learning.
- Guide instructional practice

### ***Principles of assessment:***

- Assessment is the key to planning, teaching and learning.
- Assessment practices are clear to all members of the community (teachers, parents and students).
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

### ***Common Practices in Using MYP Assessment Criteria and Determining Achievement Levels***

Students are assessed using formative and summative assessments. The formative assessments are used to gain information to guide teaching and improve student performance. Formative assessments are ongoing throughout the unit of study that provide feedback to students to make self-adjustments prior to the end of the unit of study. Examples of formative assessments may include pre-tests, quizzes, writing samples, entrance and exit tickets, etc. The summative assessments occur towards the end of a unit of study. The summative assessments are used to determine each student's level of achievement in the Middle Years Program (MYP) subject-area objectives, DeKalb County Benchmark Assessments and Georgia Standards of Excellence on the Georgia Milestone Assessment. Examples of summative assessment may include essays, examinations, presentations and performances, projects, etc.

To determine a student’s achievement level, teachers use a criterion related approach. This means that student performance is measured against prespecified assessment criteria based on the aims and objectives of each subject area. With criterion-related assessment, all learners have the same target of exceeding standards. Criterion-related assessment focuses on students as individuals, and tells learners what they are supposed to know, understand and do. Since not every student is able to master all aspects of a topic at the same pace, success is defined at given levels and measured against set objectives. Teachers structure assessment tasks that allow learners to demonstrate achievement according to the required MYP objectives within each subject group. Each subject criterion is assessed a minimum of two times each year. Students are made aware of the MYP objectives at the beginning of a unit and will understand how they are being assessed using MYP criteria prior to completing an assessment.

The Subject Criteria are:

<b>Subject Criteria</b>	<b>Language &amp; Literature</b>	<b>Individuals &amp; Societies</b>	<b>Mathematics</b>	<b>Sciences</b>
<b>Criterion A</b>	Analyzing	Knowledge & Understanding	Knowledge & Understanding	Knowledge & Understanding
<b>Criterion B</b>	Organizing	Investigating	Investigating Patterns	Inquiring & Designing
<b>Criterion C</b>	Producing Text	Communicating	Communicating	Processing & Evaluating
<b>Criterion D</b>	Using Language	Thinking Critically	Applying Mathematics in Real-Life Contexts	Reflecting on the Impacts of Science

<b>Subject Criteria</b>	<b>Language Acquisition</b>	<b>Physical Education &amp; Health</b>	<b>Design</b>	<b>Arts</b>
<b>Criterion A</b>	Comprehending Spoken & Visual Text	Knowing & Understanding	Inquiring & Analyzing	Knowledge & Understanding
<b>Criterion B</b>	Comprehending Written & Visual Text	Planning for Performance	Developing Ideas	Developing Skills
<b>Criterion C</b>	Communicating in Response to Spoken, Written & Visual Text	Applying & Performing	Creating the Solution	Thinking Creatively
<b>Criterion D</b>	Using Language in Spoken & Written Form	Reflecting and Improving	Evaluating	Responding

## Achievement Level

4 Criteria	3 Criteria	2 Criteria	1 Criterion	Achievement Level	Percentage Traditional Grade
32-29	24-22	16-15	8	High Degree	95-100
28-25	21-19	14-13	7	High Degree	90-94
24-21	18-16	12-11	6	Substantial	85-89
20-17	15-13	10-9	5	Substantial	80-84
16-13	12-10	8-7	4	Adequate	77-79
12-9	9-7	6-5	3	Adequate	74-76
8-5	6-4	4-3	2	Minimal	70-73
4-1	3-1	2-1	1	Minimal	51-69
0	0	0	0	Student does not reach a standard	0-50

### *Common Practices in Recording and Reporting Student Achievement*

- 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 assessments during the year.
- Teachers use the Year I and III rubric appropriate to students' year in the programme. Seventh grade teachers use the Year I rubric for the first semester and Year III rubric during the second semester.
- 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.
- Rubrics are designed by IB and made task specific by the teacher as the evaluation tool for formative and summative assessments and are created before the unit is taught. 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<sup>1</sup>.

### *Implementation of Formative and Summative Assessment Consistent with IB Expectations*

Teachers assess all content areas (State of Georgia standards: Georgia Standards of Excellence) 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, essays, labs, oral presentations, quizzes and tests).

#### 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<sup>2</sup>

### District Common Assessments

- Subject Area Assessments (Benchmarks)
- Northwest Evaluation Association (NWEA) Language Usage, Reading, Science and Math tests

### State Common Assessments

- Georgia Milestones Assessment (End of Grade (EOG)): Administered to all students statewide in Spring
  - Grade 6 (MYP 1): English Language Arts and Mathematics
  - Grade 7 (MYP 2): English Language Arts and Mathematics
  - Grade 8 (MYP 3): English Language Arts, Mathematics, Science and Social Studies
- Georgia Milestones Assessment (End of Course (EOC)): Administered to eighth grade students in Spring who take Carnegie Unit Coordinate Algebra
  - Grade 8 (MYP3): Coordinate Algebra
- Georgia Alternate Assessment (GAA): Administered to students with significant cognitive disabilities the opportunity to demonstrate achievement of the knowledge, concepts and skills from the state academic content standards.
  - Grades 6-8 (MYP 1 – 3): English Language Arts and Mathematics
  - Grade 8: Science and Social Studies
- WIDA ACCESS: Assessing Comprehension and Communication in English State to State for English Language Learners) Annually assesses proficiency in reading, writing, listening and speaking of all English Learners K-12.

### ***Assessment Principles and Practices with required systems for Grading and Reporting.***

#### 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<sup>3</sup>:

- Curriculum Night
- Communication of class specific information: Verge, Remind, Teacher's web pages
- Infinite Campus online grade book
- Teacher and/or Counselor e-mails, phone calls, and meetings
- Progress Reports

- Parent/Teacher Conferences
- Report Cards
- MYP Reports of Progress (two at middle school and high school)
- School displays (Marquee and weekly newsletter)
- 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 in course subject syllabus.

### 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. 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 Community Service Project receive a certificate of completion at the end of MYP 3.

### 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.

### References:

Bloomfield.org. (2019). [online] Available at:

[https://www.bloomfield.org/uploaded/Parents\\_Students/IB/MYP\\_AssessmentPolicy.pdf](https://www.bloomfield.org/uploaded/Parents_Students/IB/MYP_AssessmentPolicy.pdf) [Accessed 8 Jun. 2019]. Footnotes 1-3.

Brody Middle School. (2019). IB - Assessment Policy - Brody Middle School. [online] Available at:

<https://brody.dmschools.org/resources/ib-assessment-policy/> [Accessed 8 Jun. 2019].

Ogden International School of Chicago. (2019). MYP Assessment Policy. [online] Available at:

<http://ogden.cps.edu/myp-assessment-policy.html> [Accessed 8 Jun. 2019].