



IB-MYP Assessment Philosophy

Standard B1.5

The school has developed and implements an assessment policy that is consistent with IB Expectations.

Standard C4.1

Assessment at the school aligns with the requirements of the programme(s).

Standard C4.2

The school communicates its assessment philosophy, policy and procedures to the school community.

Standard C4.3

The school uses a range of strategies and tools to assess student learning.

Standard C4.4

The school provides students with feedback to inform and improve their learning.

Standard C4.5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Standard C4.6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Standard C4.7

The school analyses assessment data to inform teaching and learning.

Standard C4.8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Standard C4.9

The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.



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 identify 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.



Using MYP Criteria and Determining Achievement Levels

"The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge." (MYP from Principles into Practice 2014)

MYP Criteria for All Subject Areas

To determine a student's achievement level, teachers will use a criterion--related approach. Student performance is measured against predetermined assessment criteria based on the aims and objectives of each subject area. Teachers must gather sufficient evidence from a range of assessment tasks, formative and summative, to enable them to make a professional and informed judgement guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

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 use standards--based grading and MYP Criteria for assessments during the year.
 - Teachers use the Year 1, 3, or 5 rubric appropriate to students' year in the programme. Seventh grade teachers use the Year 3 rubric consistently. Tenth grade teachers use the Year 5 rubric consistently.
 - 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 as the evaluation tool for formative and summative assessments and are created and provided to students before the unit is taught. Rubrics allow the learner to receive feedback from the instructor.
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Types of Assessment

Teachers assess all content areas through formative and summative assessment and tasks to support a variety of learning styles. Types of assessment include written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment and project based learning. Portfolios, and Process Journals may also be used. All sophomore students working toward an MYP certificate complete the Personal Project as a culminating assignment.



Pre-Assessment

- Establish what students already know
- Determine the pace of learning
- Adjustment of complexity of objectives

Formative Assessment

- Consistent, daily to inform instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods
- Promotes student reflection on Approaches to Learning

Summative Assessment

- Designed and shared with students prior to teaching the MYP unit
- Culminates the teaching and learning process
- Students are provided with varying opportunities to demonstrate what they have learned and considers a variety of learning styles

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:

- MMS online grade book
- Teacher and/or Counselor emails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Report Cards (four at middle school and four at high school)

Grading Policy

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

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