

**2018-2020**  
**Sunset Ridge Middle School and the Connecticut IB Academy (CIBA)**  
**MYP Assessment Policy**

**Philosophy**

The Sunset Ridge Middle School and the Connecticut IB Academy (CIBA) MYP partnership recognizes that teaching, learning, and assessment are fundamentally interdependent.

*We believe that assessment:*

- Supports student learning by providing opportunities for *all* students to achieve their full potential
- Monitors the progress of student learning and achievement in an ongoing fashion
- Should be varied (strategies and tools), relevant, engaging, and differentiated in order to accurately represent what students know, understand, and can do
- Strengthens teaching and learning by offering data to adjust/modify instruction
- Honors multiple modalities and representations of learning
- May require modifications and accommodations per student's IEP (see Inclusion/Special Educational Needs policy)
- Produces coherent feedback for students, parents and educators
- Informs curriculum

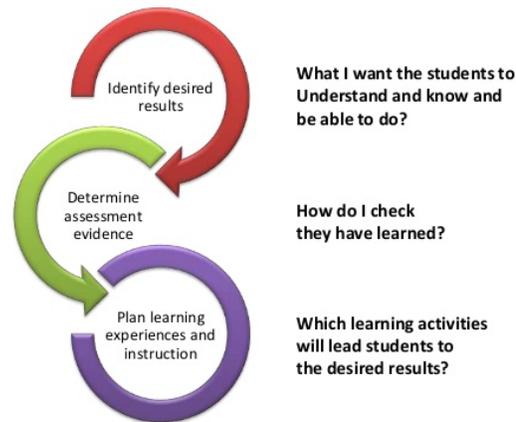
*We recognize that students:*

- Have unique learning styles
- Have different cultural experiences, language proficiencies, expectations and needs
- Should receive timely and constructive feedback on their strengths and areas of growth
- Should reflect upon their performance and set both short- and long-term goals

**The Assessment Process**

The assessment process is based on IB's principles and practices as well as Understanding By Design (Wiggins and McTighe) that is outlined below. By keeping the desired results (goals or standards) in mind, then the evidence of learning (performance) can be derived. Lastly, the learning experiences and teaching can be intentionally planned to allow students to demonstrate their learning and reach the end goal. Please note that there are specific assessments that are utilized for identification of students who have special educational needs and for students who are not proficient in the language of instruction. Refer to the Inclusion/Special Educational Needs Policy and Language Policy for more specific information.

## The Backward Design Process



### Role in Curriculum

- Assessment is an integral component of the curriculum. It is through analysis of assessment data that curriculum is reflected upon, revised, and improved. Teachers provide opportunities for meaningful learning using MYP subject objectives so that students learn the knowledge, skills, and understandings in each subject area. Teachers provide timely, specific, and actionable feedback for students using the MYP criteria and rubrics. It is through the use of the rubrics that teachers measure the extent to which the students achieved the MYP subject objectives.

### Development

- Assessments are created to align with the MYP subject assessment criteria, as well as state and national standards. MYP Years 4 and 5 assessments are also aligned to expectations of the Diploma Programme (DP) and prepare students for the DP.

### Implementation of Formative, Summative, and Standardized Assessments

The MYP has two different categories of assessment: formative assessments and summative assessments

- **Formative assessments** are a part of the learning process, intended to measure growth and understanding and to provide feedback to teachers and students. Formative assessments are used throughout the teaching process of a unit, in order to understand and reflect on the needs of learners and make modifications, as necessary, as the unit progresses. They can be utilized to gauge if students have learned the necessary skills and knowledge to be able to move on to increasingly complex learning. A well-designed formative

assessment will give students the opportunity to creatively explore problems using an open minded, risk-taking approach.

- **Summative assessments** are used to demonstrate student understanding and skills. Each unit of inquiry will culminate in a summative assessment(s). These assessments should be rigorous, challenging, and involve multiple skills or steps. The assessments should connect to the statement of inquiry and one or more of the criteria for that subject area. Summative assessments require students to demonstrate and apply their knowledge in creative, thoughtful ways. The expectations will be clearly defined for the students before the assessment begins through distribution and discussion of the appropriate MYP rubrics using task specific clarifications. Students will also reflect on their performance and self-assess their work using the IB rubrics.
- **Standardized assessments** are administered under consistent conditions to all students in accordance with local, state, and national requirements. Standardized and mandated assessments provide data that guide teaching methodology and align to the Common Core State Standards regarding literacy, mathematics, social studies, and science.
  - STAR Reading and STAR Math-These assessments measure both reading and math in grades K-8. They are norm-referenced and measure progress of students as compared to their peers nationally. STAR Reading and STAR Math both utilize computer adaptive technology. They are administered in the fall, winter, and spring to measure student achievement throughout the year.
  - Next Generation Science Standard (NGSS) Assessment is administered in MYP 3 and DP1. These three dimensional assessments measure science disciplinary core ideas in relation to specific science and engineering practices through the lens of larger crosscutting concepts.
  - *Smarter Balanced*- Students in MYP Years 1, 2, 3 are required to take Smarter Balanced assessments which are next-generation assessments that are aligned with the Common Core State Standards. They measure English language arts/literacy and mathematics while using computer adaptive technology.
  - *PSAT 8-9, PSAT 10/NMSQT*- These assessments comprise the SAT suite of assessments. PSAT 8-9 is administered in ninth grade and provide a benchmark for career and college readiness. PSAT and National Merit Scholarship Qualifying Test are given to students in tenth grade, and offer opportunities to engage in the national chain of scholarships available to students interested in pursuing higher education. They also monitor student progress and show areas for growth.
  - *LAS Links*-This assessment is given to students whose first language is not English. The results determine a student's English language proficiency

and whether or not the student qualifies for ESL services (see Language Policy).

- More information regarding these specific assessments can be found at: <http://www.easthartford.org/page.cfm?p=7068>

- **How Assessments Work Together**

All formative and summative assessments align with MYP criteria and are related to the statement of inquiry while meeting local, state, and national literacy and content standards. Formative and summative assessments are used in conjunction to measure student understanding of content and skills, utilizing a variety of assessment strategies and tools. Standardized assessments offer an alternative lens to viewing and understanding student achievement, while meeting requirements for recording and reporting data. Implementing the MYP assessments and local/state/national assessment requirements allows us to obtain more comprehensive and varied data on each student. With this in mind, however, SR/CIBA recognizes the assessment timelines and the demands that they place on students and teachers. Ongoing discussions regarding balancing these timelines and expectations have occurred at both schools.

### **Using the MYP Rubrics**

All of the four prescribed assessment criteria are utilized in each subject group in each year of MYP. Each assessment criteria is assessed *in its entirety* a minimum of twice over the course of the school year in each subject area. Summative assessments will be graded on an IB rubric scale of 0-8. Each subject area group will utilize the rubrics provided in their subject area guide for Criterion A, B, C, D.

- Year 1 rubrics will be used for MYP 1.
- Year 3 rubrics will be used for MYP 2 and MYP 3.
- Year 5 rubrics will be used for MYP 4 and MYP 5.

Each assessment task must allow students access to a range of achievement descriptors. This may be achieved by assessing students on all strands within a descriptor, or by formulating assessment tasks that evaluate specific strands. For each criteria assessed in the summative assessment, students are provided with the IB rubric along with the task specifications. Students utilize this rubric to track and monitor their progress as well as self-assess throughout the assessment process. The teacher utilizes the rubrics to provide specific feedback as well as to evaluate student work to determine the achievement level. Using the MYP rubrics promotes vertical alignment by measuring the same criteria with increasing complexity within subject groups and allowing a clear indication of student growth.

## **Determining Achievement Levels**

The following steps are followed when using the MYP rubrics to determine an achievement level.

1. Choose one strand of the criterion being assessed; starting with level 0, move through each band until you reach a statement that no longer describes the student's level of achievement.
2. Note the next lowest achievement level and confirm that it accurately describes the student's work. In other words, the work should be best described by the preceding achievement level.
3. Repeat this process for each strand of the criterion being assessed.
4. Observe the pattern of achievement across levels against the relevant strands.
5. If most or all descriptors of the student's work lie within the same achievement level, make a holistic judgment about whether the student's work demonstrates the qualities described in that band to a greater extent (awarding the higher level) or a lesser extent (awarding the lower level).
6. If the descriptors are distributed across multiple achievement levels, use your professional judgment to select the level (0 or 1–8) that, overall, best matches the student's work. Remember, students do not have to demonstrate that every relevant strand of the criterion describes their work in order to be awarded an achievement level in that band.
7. Record only whole numbers (do not use fractions or decimals in making best-fit judgments).

In order to ensure standardization, teachers in each subject group will build a shared understanding of the MYP criteria and calibrate their scoring/determine the same achievement levels. Collaboration and conversation amongst colleagues are critical when using the "best fit approach".

## **Recording MYP Assessment**

- Online Grading System -
  - Utilizing the online grading system, teachers report on student achievement for each criterion within their respective content area using the MYP rubrics (scale of 0-8). Parents and students will have access to a record of student progress in a given course.
- Standardized Testing Data -
  - Standardized assessment data is automatically collected and reported by the state. This data is utilized to measure student achievement, revise curricula, and determine areas of focus for the following school year.

## Reporting MYP Assessment

- Scales:

- For each subject group, there are four criteria (Criterion A, Criterion B, Criterion C, Criterion D). They are the following:

	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 From Principles into Practice, page 80)

- The bands for each criterion are 0, 1-2, 3-4, 5-6, and 7-8. Using the “best fit approach,” a final determination is made for each criterion based on the data gathered within the reporting period. These scores are totaled and then converted to the 1-7 scale using the boundary guidelines below:

Criteria Total	IB score
28-32	7
24-27	6
19-23	5
15-18	4
10-14	3
6-9	2
1-5	1

- Beginning with CIBA then Sunset Ridge Middle School, the final report card/transcript communicates student achievement for each of the criterion on the 1-7 scale, with a corresponding explanation of the skills and understanding displayed at each level. There is no averaging. Only the final grade counts to represent the student’s knowledge in a given

subject area. A conversion chart has been provided (see chart 3) along with professional development for teachers and informational sessions for parents to explain the IB grading system. This chart has been useful to help families and students connect our traditional grading system with the IB grading system.

IB score	Descriptor	Approx. Letter Grade
7	Excellent	A
6	Very Good	A-
5	Good	B
4	Average	C+
3	Fair	C-
2	Poor	D
1	Inadequate	F

### **Roles and Responsibilities of the Learning Community**

At SR/CIBA, we believe the learning community (all stakeholders) must take responsibility for student achievement.

#### ***Teacher roles in assessment include the following:***

- Develop engaging and rigorous assessments using a variety of assessment strategies and tools
- Provide timely and meaningful feedback
- Evaluate assessments to determine students' areas of strength and opportunities for growth
- Align assessments with stated learning objectives, unit questions, concepts, and approaches to learning
- Collaborate with subject area colleagues to ensure standardization
- Ensure that assessment tasks and design are culturally sensitive
- Create task specific rubrics that describe expectations for each summative assessment
- Use MYP rubrics to identify students' achievement levels

***Student roles in assessment include the following:***

- Demonstrate their understanding to the best of their ability through completion of the assessment task
- Evaluate, reflect upon, and apply the content knowledge and skills learned
- Set attainable goals and assess progress towards those goals
- Be principled and follow the Academic Honesty Policy
- Demonstrate the attributes of the learner profile and mastery of the approaches to learning

***Parent and guardian roles in assessment includes the following:***

- Encourage students to prepare for assessments and do their best
- Become familiar with the criteria rubrics, concepts, and skills for all subject areas
- Facilitate their student's review and reflection upon assessments
- Discuss assessment results and progress with student and teacher
- Support and celebrate learning outside of school; as well as academic and character growth throughout the MYP.

***Administrators role in assessment includes the following:***

- Schedule time for teachers to collaborate and modify/update assessment policy
- Foster a spirit of collaboration and collegiality among all stakeholders
- Provide time for professional development and training to build a shared understanding of assessment and standardization
- Educate parents and guardians about the practices and policies of the MYP
- Uphold the academic honesty policy as it relates to assessment

**Communicating the Assessment Policy**

The assessment policy is regularly communicated to all staff, families, and stakeholders. It is posted on both Sunset Ridge Middle School's and the Connecticut IB Academy's websites.

**Reviewing the Policy**

The MYP coordinator will ensure that the assessment policy is reviewed and revised every two years to reflect the current needs of the school population and to ensure consistency with IB expectations. All staff at Sunset Ridge Middle School and CIBA are involved in the development of the assessment policy and agree to uphold it. All staff are responsible to ensure that the assessment policy is a working document, that it is followed and reflected upon.