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# Middle Years Program Assessment Policy

## Philosophy

Effective assessment places students at the center of their learning and allows teachers to monitor student progress and adjust instruction to improve achievement. Tre are times when teachers show flexibility toward aspects of assessment tasks, such as deadlines and resubmission of tasks. As students progress through our program, we cultivate discipline in meeting deadlines and submitting work that achieves the highest assessment levels.  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

- o To enhance student learning
- o To monitor the individual progress of student achievement
- o To determine effectiveness of teaching
- o Guide instructional practice
- o Affirm student progress and success
- o To promote higher order thinking and questioning skills
- o To provide opportunities for self-reflection

## Purpose of Assessment for Students

- o Provide consistent and timely feedback and opportunity for reflection
- o To identify strengths and weaknesses in stages of learning in a subject area
- o Provides a set point of what students know at various points in learning
- o To encourage students to become self-advocates

## Purpose of Assessment for Parents/Families

- o Communicate consistent, timely feedback and opportunities for conversation
- o Allow parents and teachers to work together as advocates of student learning
- o Provides transparency of curriculum

MYP educators commit to designing assessments that appeal to a variety of learning styles. Assessment tasks will be differentiated to account for students' diverse needs but will be

rigorous, involving critical and creative thinking skills.  Assessments will encourage transfer of skills, interdisciplinary learning, and real-world contexts.  A balance between formative (on-going throughout the unit) and summative assessments are used to assess student progress.

## Types of Assessments

**Pre-Assessment**
- o Activates prior knowledge
- o Access what students want to learn
- o Assist educators in planning activities and experiences for the unit

**Formative Assessment**
- o Measures daily learning and instruction
- o Allows the teacher to make necessary adjustments to teaching plans and methods
- o Drives instruction
- o Provides momentum, intervention or extension of concepts
- o Examples may include- exit tickets, quiz, quick write, lab report, essay, anecdotal records

**Summative Assessments**
- o Designed before the unit is taught
- o Occurs at the end of the teaching and learning process
- o Provides students with opportunities to demonstrate what they have learned
- o Addresses a variety of learning styles
- o Students given prior notification of summative assessments tasks to prepare for assessment
- o Examples may include presentations, unit exams, projects, portfolios, labs, essays
- o High School End-of-course Exams

**District/Sate Assessments**
- o NWEA (Northwest Evaluation Association) MAP testing at least twice per year
- o Michigan Student Test of Educational Progress (MSTEP) given in spring
- o PSAT Grades 8,9,10

## MYP Criterion-Related Model of Assessment

The MYP offers a criterion-related model of assessment. 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.

- o Teachers structure varied and valid assessment tasks that allow learners to demonstrate achievement according to the required MYP objectives within each subject group.

- o Each subject criteria is assessed a minimum of two times each year. The subject criteria are:

| Subject Criteria | Arts | Individuals & Societies | Language & Literature | Language Acquisition |
|---|---|---|---|---|
| Criterion A | Knowledge and understanding | Knowledge and understanding | Analyzing | Comprehending Spoken & Visual Text |
| Criterion B | Developing Skills | Investigating | Organizing | Comprehending Written & Visual Text |
| Criterion C | Thinking Creatively | Communicating | Producing Text | Communicating in Response to Spoken, Written & Visual Text |
| Criterion D | Responding | Thinking Critically | Using Language | Using Language in Spoken & Written Form |

| Subject Criteria | Mathematics | Physical Education & Health | Sciences | Design |
|---|---|---|---|---|
| Criterion A | Knowledge and understanding | Knowing & Understanding | Knowing & Understanding | Inquiring & Analyzing |
| Criterion B | Investigating patterns | Planning for Performance | Inquiring & Designing | Developing Ideas |
| Criterion C | Communicating | Applying & Performing | Processing & Evaluating | Creating the Solution |
| Criterion D | Applying Mathematics in Real-Life Contexts | Reflecting and Improving Performance | Reflecting on the Impacts of Science | Evaluating |

**Achievement Levels**

| Standards-Referenced | Grading | SRG MYP | IB MYP | Achievement Levels |
|---|---|---|---|---|
| 4 | **Exceeding** | 3.5-4 | 7-8 | **High Degree** |
| 3 | **Proficient** | 3 | 5-6 | **Substantial** |
| 2 | **Developing** | 2.2.5 | 3-4 | **Adequate** |
| 1 | **Beginning** | 1-1.5 | 1-2 | **Minimal** |
| 0 | **No body of evidence submitted** | 0 | 0 | **Student *does not* reach a standard** |