



# IB Middle Years Programme Assessment Policy

At Hidden River Middle School, we believe and expect that all students have the ability to achieve at increasingly higher levels. Our core beliefs about assessment are:

- Middle school is a learning ground for how grades shift in secondary schools, so we need to provide students with a grading system that teaches them how grades reflect output instead of just effort. Assessment should support and encourage student learning.
- Grades should reflect consistency of habits and skills. Students should be recognized for completing tasks and developing study habits that help the learning process.
- Students should receive formative feedback from their teachers (as well as self- and peer feedback) that will help them improve their learning during the unit.
- Grades are a reflection of learning and understanding and should be focused on recognizing what students can demonstrate through various forms of assessment.
- Learning is not linear or fixed, so students should have an opportunity to demonstrate growth in proficiency and improvement over time.
- We believe that equity means every student gets what they need to thrive; our assessment practices strive to achieve equity by supporting students in achieving at increasingly higher levels.

## Implementation of formative assessments

- Formative assessments are intended to inform and monitor learning along the way. Formative assessments include, but are not limited to: exit tickets, in-class conferencing, graphic organizers, daily assignments, class discussions, and small quizzes.
- Formative assessments allow students to practice skills and demonstrate their knowledge while getting feedback from teachers.
- Formative assessment will count for 30% of the overall grade; this communicates staff belief in the importance of practicing skills before attempting a summative assessment.
- Teachers will sometimes assign work that is graded for completion where 2 points=complete, 1 point=partially complete, and 0 points=missing. This is often for simple assignments, such as

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warm-ups or exit tickets that provide teachers with feedback on student understanding. When teachers are providing feedback to students on the quality of their work, they will use the IB achievement levels (0-8) to provide more detailed feedback.

## Implementation of summative assessments

- Summative assessments are intended as an opportunity for students to show their learning and understanding in a unit of inquiry. Summative assessments can include: projects, tests, essays, presentations, etc.
- Summative assessments will count for 70% of the overall grade.

## Common assessment practices

- Teachers will use the MYP assessment criteria to provide feedback to students on their achievement levels for the objectives for each of the eight IB subjects. Each subject area is required to assess each student on all four assessment criteria twice during the school year.

Subject Areas	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and Understanding	Developing Skills	Thinking Critically	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies (Social Studies)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition (World Languages)	Listening	Reading	Speaking	Writing
Language and Literature (English language arts)	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in real-life contexts
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Interdisciplinary	Evaluating	Synthesizing	Reflecting	--

## Recording and reporting student achievement

- Teachers use the “best-fit” approach to determine a student’s achievement level for individual assessment tasks.
- Teachers use our learning management system, Schoology, to record and report MYP achievement levels. MYP scores reflect the following letter grades:

IB Criterion Score	8-7	6-5	4-3	2-1	0
Letter grade (required by SPPS district)	A range	B range	C range	D-N	N

- We are required by the district to report final marks for courses using a letter system: A-N. These grades are transferred from Schoology to Infinite Campus (parent/student portal) to be recorded as part of the student’s permanent school records and communicated to parents on report cards.

## Assessment retakes and corrections

- When possible, students will have the opportunity to resubmit their assessments with improvements to their work. This may be based on the feasibility of teachers having time to reassess work fairly based on district-mandated grading deadlines. Teachers will communicate their individual retake/correction policy to students and families through Schoology and their course syllabus.

## Deadlines and late work

- While we believe that time management is an important skill for students to learn, we understand that many students face challenges that might lead to turning in late work. We believe that the achievement levels that students receive (from 0-8) on summative and formative assessments should be a reflection of their knowledge and understanding of the objectives rather than an indication of whether their assignments were submitted on time.
- However, students who turn in late work may not receive feedback on formative assessments that will help them improve their achievement.
- Late work cannot be accepted for credit after the last day of the quarter; teachers may communicate a deadline a few days before the end of the quarter to assist with meeting final grading deadlines.

- During team meetings, 8th grade teachers discuss and analyze student assessments to determine how to best prepare them for high school, which may include a modified retake/late work policy. This information is then communicated with students and families.

## State and district required assessments

In addition to the internal assessments that determine a student's grades, we are required to provide the following standardized assessments each year:

Test	Subject/Grade	Purpose
MCA Minnesota Comprehensive Assessments	Reading, all grades	Helps the district measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).
MCA Minnesota Comprehensive Assessments	Math, all grades	Helps the district measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).
MCA Minnesota Comprehensive Assessments	Science grade 8	Helps the district measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).
ACCESS	EL students, all grades	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.
FAST Formative Assessment System for Teachers	Reading, all grades	Universal screening and progress monitoring designed to screen, diagnose, monitor, and inform instruction. Students complete the test in the fall, winter, and spring.
SAVVAS Math Screener and Diagnostic Assessments	Math, all grades	Universal screening and progress monitoring designed to screen, diagnose, monitor, and inform instruction.

## **Policy Revision:**

Please see our [policy revision plan](#) for details on the process we will use to revise our policies.

This policy is published on our school website, [spps.org/hiddenriver](https://spps.org/hiddenriver).

## **Resources**

“Formative and Summative Assessment.” *Yale Center for Teaching and Learning*.

[https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/formative\\_and\\_summative\\_assessment\\_handout.pdf](https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/formative_and_summative_assessment_handout.pdf)

“MYP: From Principles into Practice.” *International Baccalaureate Organization Ltd, May 2014*.

[https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38342&dataid=21191&FileName=arts\\_guide\\_2014.pdf](https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38342&dataid=21191&FileName=arts_guide_2014.pdf)