

Annapolis High School and Annapolis Middle School IB MYP Assessment Policy

Philosophy of Assessment

The staff members of Annapolis Middle School and Annapolis High School continue to discuss assessment in order to align our philosophies and practices. Recent updates to our schools' mission statements verify our commitment to our students through:

- Setting high standards and appropriate instructional support for student success.
- Working collaboratively to design instruction that actively engages and appropriately challenges each student so that students will be academically prepared for the next grade level.
- Fostering critical thinking and application of meaningful knowledge through the International Baccalaureate Middle Years Programme.

Time has been spent on how to report the IB MYP criteria while continuing to follow AACPS grading policies. This has created the need for discussion among our community in how to accurately present the students' current IB MYP achievement level while emphasizing that the criteria are to be used to show academic improvement over the years. As a staff, we believe the following principles of assessment to be true:

- Assessments must provide meaningful feedback on student achievement to students, parents, teachers, administrators, the community and the school system.
- Assessments should empower and encourage students to become lifelong learners and take ownership of their own learning.
- Assessments must align with the Anne Arundel County Public Schools curriculum.
- Assessments must use a balanced range of strategies.
- Assessments must focus on the process of learning as well as the final product.

Assessment is primarily a communication tool for teaching and learning, from which the feedback should be the impetus for teacher and student reflection. Regular use of assessments provides evidence of student learning, and our staff members use a variety of learning activities and assessment tools to ascertain students' level of understanding. Ultimately the aim of all assessment is to assist students in improving their learning, to instill in students the ability to think critically, and to encourage students to strive to work to their full potential and become lifelong learners.

Characteristics of Assessment

While the design of assessments may take a variety of forms, all effective assessments should possess the following characteristics:

- Assessments must include a range of strategies and task types to meet course objectives.
- Assessments address the needs of students who have reached different stages in their development and those who have different learning styles.
- Assessments engage students as critical thinkers.
- Assessments, including self-assessment, are an integral and continuous part of the teaching and learning process.
- Assessments feedback is timely, specific, and frequent.
- Assessments are utilized to measure achievement against specific criteria.
- Assessments criteria correspond to IB MYP objectives for each subject. These will be adapted by staff members to create appropriate assessments at each grade level.
- Assessments produce meaningful evidence of student learning.
- Assessments differ according to the subject area.
- Assessments and their results can be easily understood by staff, students, parents, teachers,

- administrators, and community.
- Assessments require students to explore multiple points of view.
- Assessments are continuously reviewed and improved.

Types of Assessment

In order to measure student mastery of course objectives, teachers must first agree upon an acceptable range of holistic assessments, tailored toward each subject area and its targeted objectives. Our staff has agreed that both formative and summative assessments must be utilized collectively to truly assess students' understanding. Formative assessments include examples of student work collected throughout the learning process which allows the teacher to frequently monitor student understanding, thus giving the teacher the opportunity to re-teach skills and concepts in order to better prepare students for the summative assessment. Summative assessments, which use either established IB MYP or AACPS criteria, take place at the end of the specified unit and should give an indication of the student's understanding and achievement.

We recognize that *Homework*, *Classwork* and *Class Participation* assessments occur during class time or take place at home. These assessments provide quick and specific feedback as students process and refine concepts and skills learned in class. Differentiated to meet students' needs, these assessments assist students in quickly determining students' understanding of recent lessons as they prepare for the unit's summative assessment.

We recognize that *Quizzes* and *Tests* are assessments that are used to assess students' understanding of basic concepts and skills. Quizzes evaluate students' understanding of a small portion of a unit of study, whereas tests are given as measures of student understanding at the end of a unit of study. Quizzes and tests may take the form of multiple choice, selected response, brief constructed response and/or extended response questions.

We recognize that *AACPS Quarterly Assessments* are assessments that are used to assess students' understanding of basic concepts and skills for each subject area. These tasks, required by AACPS, measure student performance on work that has been the focus of classroom activities and study throughout a nine-week marking period. Quarterly Assessments are typically given at the end of each marking period to assess student attainment of objectives and standards of the AACPS curriculum and Common Core State Standards. Benchmarks may take the form of selected responses, brief constructed responses and/or extended constructed response questions.

We recognize that *Portfolios/Notebooks/Journals* are assessments that are used to provide evidence of student growth over time and display the students' development of course specific skills and competencies. Through these methods of assessment, students are able to self-evaluate and reflect upon their strengths and weaknesses.

We recognize that *Performance Tasks/Investigations/Projects* are assessments that allow students to apply their knowledge in an authentic context. Types of evidence may include presentations, skits, debates, essays, lab work or collaborative projects. These assessments will be those which utilize the IB MYP subject criteria for scoring purposes.

Assessment Reporting

IB MYP assessments allow for fair representations of a student's performance on a variety of measures over time while providing consistently high expectations of all students across all courses and programs. We recognize that students must be provided with the opportunity to demonstrate mastery of course

expectations outlined in the curriculum through a variety of methods.

We realize that grades are an essential way to communicate student progress. As such, a clear and timely communication to parents and students as to the grading criteria and their components is necessary. In order to familiarize students with the IB MYP criteria, teachers will deliver lesson plans that:

- Explain the purpose of assessment
- Introduce the IB MYP rubric

In order to familiarize parents and the community with the IB MYP criteria, teachers will provide an overview at Back to School Night in September. The MYP Coordinator will periodically attend Parent Teacher Student Association (PTSA) meetings will to ensure that parents are familiar with the philosophy and practice of IB MYP assessments. In November, each middle school sponsors Student Led Conferences (SLC), where students present a portfolio of their current work to their parents, and each high school holds parent conferences. During the SLC, students will have the opportunity to explain and share the IB MYP assessments with their parents, and how they are a part of the report card grade.

Currently, AACPS grading policies require a letter grade report for all courses, which are broken down into the following percentages:

- A 100% - 89.5%
- B 89.4% - 79.5%
- C 79.4% - 69.5%
- D 69.4% - 59.5%
- E 59.4% and below

AACPS requires the use of PowerTeacher, a web-based grading program that allows students and parents instant access to their current grade in each course. AMS began the 2012-2013 school year by setting up each course according to the MYP Assessment Criteria. Per AACPS grading guidelines, homework at AMS counts for 10% of the final grade. Per AACPS grading guidelines, homework in a high school course may not count for more than 15% of the final grade. It is up to each department to create and implement a cohesive, fair grading policy for all teachers in that department.

The addition of assessments that are scored using the IB MYP criteria has led to much discussion among our staff members, specifically regarding how to report these scores to the students and parents. We are currently using a chart to convert an IB MYP Score to an AACPS percentage. With this method, we will still stay true to the AACPS grading policies while adopting the IB MYP grading rubrics. The chart below represents grade conversions using the assessment criteria across the IB MYP subject groups.

| MYP Score Earned | Letter Equivalent | AACPS Score Out of 100 |
|------------------|-------------------|------------------------|
| 8 | A | 100 |
| 7 | A | 94 |
| 6 | B | 89 |
| 5 | B | 84 |
| 4 | C | 79 |
| 3 | C | 74 |
| 2 | D | 69 |
| 1 | D | 64 |
| 0 | E | 50 (MIN) |
| Not Handed In | E | 0 (NHI) |