

**Mountainside Middle School
IB MYP Assessment Policy**

School Mission Statement: Mountainside Middle School provides diverse educational opportunities that foster academic, social and emotional growth inspiring students to create their future in a global community.

In May of 2010, the Scottsdale Unified School District’s Governing Board adopted the following assessment philosophy statement and Mountainside Middle School continues to follow this philosophy:

Balanced Assessment Philosophy Statement:

The belief of the SUSD learning community is that assessment is for student learning, is student-centered and involves a commitment by all stakeholders. Accordingly, assessments serve different purposes dependent upon classroom, district and state level uses. Assessment is standards based, and includes a variety of methods that guide instruction and inform instructional decisions. Student-centered assessment motivates, encourages and inspires students’ passion for learning when it is delivered in a timely and reasonable manner and includes purposeful feedback.

Strategic Goals of the Scottsdale Unified School District:

Academic Achievement	<i>To establish high expectations for all stakeholders through a commitment to increase academic rigor and relevance that instills a passion for lifelong learning.</i>
Financial Stability	To ensure effective and transparent financial stewardship resulting in optimal class sizes that create a more personalized learning environment.
External Communication	To simplify and improve communication along with fostering relationships that result in strong support, partnerships, volunteerism, community trust and pride.
Organizational Health	To cultivate a culture and workplace environment that attracts and retains the best employees.
School Safety and Student Support	To cultivate a safe, structured, and supportive learning environment which enables students to grow and achieve.

Assessment Practices, the IB MYP Program Criteria, and Frequency of Assessments:

The grading system shall convey to scholars, parents, teachers, and outside institutions the degree of achievement of intended learning outcomes and shall reflect each scholar’s proficiency of skills. Grades are used to show a path for each scholar’s learning to encourage growth and mastery of skills.

Formative Assessments:

Teachers and students use formative assessments to gather information on the students’ areas of strength and needed growth. At the beginning of the school year and continuing throughout the year teachers and learners utilize formative assessments so they can see what skills the students have been mastered and where continued focus is needed. The MMS IB MYP program expects every teacher to use formative assessments in unit planning, daily instruction and remediation of concepts. Some examples of formative assessments include:

- Pre-tests
- Pre-reading exercises
- Surveys

- Portfolios
- Photos
- Student Self-Assessments
- Journals
- Exit slips
- And other assessments as appropriate

Summative Assessments:

Summative assessments are also an important part of the learning process. Teachers use these assessments to measure how their students have mastered the curriculum, ATL skills, and developed as learners. Some examples of summative assessment at Mountainside Middle School include:

- Unit tests
- GRASPS or other real-world inquiry-based projects
- Essays
- Cumulative exams
- And other assessments as appropriate

Teachers are constantly modifying their curriculum and lesson plans throughout the year based on the feedback they have received from these assessments. Formative assessments are important opportunities for student skill acquisition and practice, and for identifying strengths and weaknesses, both at the start, during, and following lessons and activities. Our goal is to have all IB MYP teachers trained so they are familiar with the assessment criteria and rubrics. We also have Professional Learning Communities (PLCs) where the teachers meet and discuss how they use the IB MYP assessment criteria within their subject area.

District Assessment Program

The state of Arizona has adopted the AzM2 achievement test for all students in Years 1-3, in Mathematics and English Language Arts. The state AIMS Science Assessment is given yearly to Year 3 students.

Training has been given to all teachers and administrators regarding formative and summative assessments; teachers are expected to use a balance of formative, summative and diagnostic assessments throughout the school year.

Grading and Marking

Teachers are expected to grade and return assignments to the students in a timely manner, taking into account some assignments take longer to grade than others. Because our teachers recognize that there are multiple paths to learning, they use a variety of methods to assess students including but not limited to:

- Performance assessments- Debates, Presentations, Performances
- Test/Quizzes
- Science lab reports
- Essays
- Peer Editing
- Student Reflections
- Journals
- GRASPS or other Inquiry based projects

Through the use of Professional Learning Communities, our teachers are developing common assessments where the teachers can use the IB rubric. This will enable teachers to see if all students in a particular subject are demonstrating appropriate growth. Teachers reference the IB rubrics and subject area guides in their PLC collaborations.

Recording and Reporting

Teachers are expected to update grades on a weekly basis on the school website so that parents and students can keep track of their progress. This site also allows teachers to post homework assignments and other files and links for students to use for the class.

Teachers are also required to send mid-quarter reports to students.

Teachers post mid-quarter, quarter, and semester grades online at Parent/StudentVue. Because Mountainside is environmentally conscious, the school does not send home paper report cards. Parents can access the report cards from the school's website. If a family does not have access to a computer or does not know how to use a computer, they can request that a paper copy of the report card be mailed home at no charge to them.

Homework

In the Mountainside faculty handbook the following policy has been established on homework:

Homework Quality:

- Well-designed homework assignments relate directly to class work and extend students' learning beyond the classroom. Homework is most useful when teachers carefully prepare the assignment, thoroughly explain it, and give prompt feedback when the work is completed. Effective homework directly relates to IB MYP students as thinkers.
- To make the most of what students learn from doing homework, teachers need to give the same care to preparing homework assignments as they give to classroom instruction. When teachers prepare written instructions and discuss homework assignments with students, they find their students take the homework more seriously than if the assignments are simply announced. Students are more willing to do homework when they believe it is useful, when teachers treat it as an integral part of instruction, when the teacher evaluates it, and when it counts as a part of the grade.
- Effective homework assignments do not just supplement the classroom lessons, they also teach students to be independent learners. Homework gives students experience in following directions, making judgments and comparisons, raising additional questions for study (IB MYP inquirers), and developing responsibility and self-discipline.

Homework Quantity:

Student achievement rises significantly when teachers regularly assign homework and students conscientiously complete the work. Extra studying helps students at all levels of ability. Homework boosts achievement because the total time spent studying influences how much is learned. This helps students develop into more knowledgeable young people. Time is not the only ingredient of learning, but without it little can be achieved.

Make-up Work:

We believe that student attendance in class is critical to high levels of student learning. Thus, any absence from class has natural consequences and some (unexcused absences/truancies) have behavioral consequences.

A student who is **absent** for the reasons noted below, will be permitted the same amount of time s/he was absent to complete make-up work. All work must be made up; all work will be assessed on the quality of work. Full credit will be given if full credit is earned based upon the content and standards being assessed.

- A. Work missed due to excused absence;
- B. Work missed due to unexcused absence;
- C. Work missed due to suspension.

Links with other Documents

The different types of assessments that Mountainside teachers use allow students to develop and demonstrate the traits listed in the IB MYP Learner Profile and in IB MYP ATLs.

The Scottsdale Unified School District believes that **all** students should have the opportunity for rigorous IB MYP course work.

Roles and Responsibilities

Teachers and administrators are responsible for implementing the assessment policy. However, each year a committee made up of district officials, teachers, administrators, students and parents will be responsible for evaluating and reviewing the policy. Their responsibility will be to make sure the policy is up to date with the best practices in the teaching field and to make sure that the assessment policy is relevant and fair for all students. In regards to the IB MYP program, the IB coordinator will discuss with teachers new to the program how our IB MYP implements this assessment policy. Also, veteran teachers in the different subject areas will assist new teachers and explain how this policy applies to their specific field. Teachers will be encouraged to share the policy with their students and parents. A copy of the assessment policy will be posted on the Mountainside website.

District Grading Scale

While we transition to the IB MYP criterion based assessment rubrics, we will continue to also use the following grading scale for all classes, and at all levels to report grades:

A = 100% – 90%

B = less than 90% - 80%

C = less than 80% - 70%

D = less than 70% - 60%

F = below 60%

Mountainside IB MYP Grading Rubric

Rubric Grade	Proficiency Scale	Conventional Grade	IB Wording Guide
8	Advanced	100	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them faultlessly in a wide variety of situations. Consistent evidence of the analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
7.5		95	
7		93	
6.5	Proficient	90	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of the analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
6		88	
5.5		85.5	A consistent and thorough understanding of the

5	Proficient	83	required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of the analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight.
4.5	Basic	80	A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
4		78	
3.5	Basic	75.5	Limited achievement with most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them in normal situations with support .
3		73	
2.5	Limited	68	Very limited achievement with all objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
2		65	
1.5	Limited	63	Minimal achievement of the objectives.
1		60	