

Hoover High School – Meredith Middle School
International Baccalaureate Middle Years Programme
Assessment Policy

Assessment Philosophy

- Our assessment practices hold the learning community accountable for excellence in and out of the classroom
- Our assessment practices provide learners with an opportunity to demonstrate new knowledge, skills and social responsibility.
- Our assessment practices are continuous and reflective to allow learners multiple opportunities to demonstrate excellence.

Purpose of Assessment

- To optimize learning so that learning happens through the process and not just prior to assessment
- To inform and guide teaching practices
- To evaluate our program of studies and expectations for rigor
- To provide learners, parents and educators with meaningful, valid feedback about a student's progress and levels of achievement

Assessment Practices

- We assess *formatively* in order to gain information to guide teaching and improve student performance.
 - Ongoing assessment during a unit of study that provides feedback on student work to help them improve it. Teachers and peers may give quick, detailed feedback that allows students time to make self-adjustments.
 - Examples of formative assessments may include quizzes, written reflections, entrance or exit activities, writing samples, MAP data, ALEKS data, performances, lab reports, process journals, etc.
- We assess *summatively* in order to validate each learner's progress toward defined standards of achievement and to hold our learners to the highest levels of application and transfer of their learning.
 - These assessments are used to determine each student's level of achievement in the MYP subject-area objectives and Des Moines Public Schools Standards Referenced Grading scales based on the Iowa Core standards. Authentic summative assessments prompt students to action and communicate learning to parents/guardians, students, and teachers.
 - Examples of summative assessment may include essays, examinations, investigations, research, performances, presentations, and creation of solutions in response to problems.

IB Assessment Criteria

- The MYP offers a criterion-related model of assessment. With criterion-related assessment, all learners have the same target. 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, success is defined at given levels measured against set objectives (levels 1-2, 3-4, 5-6, etc.).
- An MYP score is similar to a growth chart at a doctor's office. It is a tool to measure each individual student's progress against the subject area objectives. It is not intended to compare learners. When a criterion score is assigned, the teachers will report on the highest, most frequent level of achievement, not an average of scores.
- Teachers structure varied and valid assessment tasks that allow learners to demonstrate achievement according to the required MYP objectives within each subject group. The MYP criteria are assessed in Year 5 (10th grade) with Years 1-4 (6th – 9th grades) using the interim objectives provided by IB for each subject group.
- Each subject criteria is assessed a minimum of two times each year. The subject criteria are listed on the next page.

Subject Criteria	Arts	Design	Individuals & Societies	Language & Literature	Language Acquisition	Mathematics	Physical Education & Health	Sciences
Criterion A	Knowing and understanding	Inquiring and analyzing	Knowing and understanding	Analyzing	Comprehending spoken and visual text	Knowing and understanding	Knowing and understanding	Knowing and understanding
Criterion B	Developing skills	Developing ideas	Investigating	Organization	Comprehending written and visual text	Investigating patterns	Planning for performance	Inquiring and designing
Criterion C	Thinking creatively	Creating the solution	Communicating	Producing text	Communicating in response to spoken, written, and visual text	Communicating	Applying and performing	Processing and evaluating
Criterion D	Responding	Evaluating	Thinking critically	Using language	Using language in spoken and written form	Applying mathematics in real world contexts	Reflecting and improving performance	Reflecting on the impacts of science

DMPS Assessment Guiding Practices: Des Moines Public Schools follows a Standards Referenced Grading (SRG) system. The following practices are implemented district wide to serve as a common framework:

- A consistent 4-point grading scale will be used.
- Letter grades will be based solely on achievement of course/grade level standards. Participation, work completion, and ability to work with others will be reported separately using the “DMPS Citizenship and Employability Skills” rubric.
- Scores will be based on a body of evidence.
- Achievement will be organized and reported by learning topic, which will be converted to a grade at semester’s end.
- Students will have multiple opportunities to demonstrate proficiency.
- Accommodations and modifications will be provided for exceptional learners.

Review of Assessment Practices

- Review is conducted annually
- IB Leadership teams will review and submit their revisions to the IB Coordinators.
- The assessment policy will be reviewed by the Parent Advisory team and distributed electronically for feedback.

Reporting to Parents

- Report cards and Infinite Campus
- Parent – Student – Teacher Conferences
- Presentation and exhibition events
- Personal Project at grade 10
- Process Journals (Arts & Design)

District Mandatory Assessment Requirements

- Iowa Assessments
- District Assessments: MAP, etc.
- I-ELPA 21