

SMMHS IB MYP Assessment Policy

Policy Purpose/IB Standard: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

What is our assessment philosophy for MYP?

The learning process is fortified by assessment; the proper use of assessment enhances both teaching and learning. Authentic assessments encourage student learning and give students the opportunity to demonstrate what they have learned. Assessments are aligned with the written and taught curriculum and are intended to inform students of their progress and achievement. Through the use of assessment data, teachers provide feedback, scaffolding, and differentiation for further learning. Individual work and accompanying assessments should inform both teachers and students of the student's understanding, development, and areas for growth. This means students are also participants in the process of assessment. By using teacher feedback as a tool, students can work to close gaps in their own understanding through revision and re-doing. Therefore, teachers should strive to create tasks that allow for student inquiry, and students should strive to practice academic integrity to demonstrate their knowledge.

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Local Requirements:

The IB Middle Years Programme is not a curriculum—it is a framework through which SMMHS delivers the Tennessee State Content Standards. The local district provides curriculum maps and guides that prepare students for the district benchmark assessments that are given at the end of each quarter. These benchmarks are meant to be predictors for progress on end of course state tests. Given these local requirements, teachers look for creative, authentic, engaging assessment tasks that allow students to demonstrate their mastery of state standards by aligning the MYP aims, objectives, and criteria to the assessments for each unit of study.

Other local assessments given to students throughout the MYP include: iDiagnostics/ iReady for identifying students who need Response to Intervention (RTI), the PE National Fitness test, and the National language test diagnostic for language learners.

Grade Reporting

Formative assessments are tasks which check for student understanding and inform instruction to help facilitate success. Formative tasks include (but are not limited to): homework, class work, quizzes, reflection, observation, class discussions, and seminars. Formative assessments take place on a regular and frequent basis, often daily. Formative assessments do not always result in a recorded grade but yet give multiple opportunities to check for understanding.

Summative assessments analyze the outcome of a set of standards or of a unit. Summative tasks allow students to demonstrate an end product and can include (but are not limited to) tests, projects, presentations, essays, portfolios, and research papers.

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Formative and Summative tasks are weighted 50/50 on the local grading scale. Traditional grades are recorded in PowerSchool, which offers a Parent and a Student Portal that can be checked by students and parents 24 hours a day during the school year.

The grading scale for Hamilton County is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

The [SMMHS IB Grade Conversion](#) scale for MYP is as follows:

8 = A	95-100
7 = A	90-94
6 = B	85-89
5 = B	80-84
4 = C	75-79
3 = C	70-74
2 = D	60-69
1 = F	0-59
0 = F	0-59

State/Federal Requirements

English Language Arts, history, math, and science are assessed by state tests at the completion of the school year. The district provides curriculum maps for these courses, and MYP teachers use the elements of IB assessment to deepen and enrich the given curriculum. Other state and federal assessments include the ACT, PSAT, high school civics exam, national fitness exam, and multiple pathways (including IB) to earn the Tennessee Seal of Biliteracy.

IB Requirements

MYP Assessment Reporting Policy: MYP teachers use the subject-specific criteria and related strands to grade summative work at least once a semester. Teachers give criterion-referenced feedback through written comments and student conferences. MYP progress reports will display a numerical grade of 1 – 8 for each subject area at the end of each semester. MYP grades are reported to students and parents in January and May each year.

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

School Leadership will...	<ul style="list-style-type: none">• Communicate expectations to all stakeholders• Support the IB Coordinator and teachers in implementing the IB assessment policies• Make data available for analysis by teachers
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IB Program Coordinator will:	<ul style="list-style-type: none"> • Communicate with students and parents about the expectations of the program • Support teachers in implementation of MYP Assessment Policy through professional development opportunities • Work with subject group departments, grade-level teams, and content partners in development of MYP assessments • Send MYP Progress Reports each semester
Teachers will:	<ul style="list-style-type: none"> • Discuss assessment and evaluation practices and expectations with students at the beginning of each unit-including the distribution and discussion of rubrics • Clarify rubrics using student-friendly language at the beginning levels and make exemplars available to students • Provide Global Contexts in the unit design that will influence assessments and reflect the intercultural aspects of the IB • Write curriculum and common assessments collaboratively using the MYP unit planner in ManageBac • Provide opportunities for authentic assessment tasks that allow students to apply learned knowledge and skills to real-life situations • Record criterion achievement level scores for the MYP assessment in ManageBac • Provide feedback in a timely manner with a continuous cycle of challenge, performance, feedback, and improvement • Differentiate assessments to address a variety of learning styles and make modifications for students with identified learning disabilities • Create assessments that are learner-centered, inquiry-based, and authentic in nature • Assess the Personal Project using MYP Personal Project criteria
Students will:	<ul style="list-style-type: none"> • Be responsible for their learning • Submit both formative and summative tasks in a timely manner • Use assessment criteria and feedback while completing work • Synthesize and apply their learning, ask questions, and solve problems • Strive to produce quality products and performances and to use assessment as a way to improve their learning. • Regularly practice self-assessment, peer assessment and complete reflections on their learning.
Parents will:	<ul style="list-style-type: none"> • Provide a supportive environment • Make an active attempt to stay informed by reviewing grades and academic feedback provided
Rights and Responsibilities	<p>Teachers, students, and parents should adhere to and expect fair and equitable assessment practices. This is of consequence especially for those students with individual educational plans or accommodations related to other health impairments. These practices include:</p> <ul style="list-style-type: none"> • Differentiation • Extended time • Inclusive access • Assistive technology

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Good assessment practices	Authentic assessment practices are those worthwhile tasks that allow students to apply content standards and skills to real life experiences with clear global contexts. They are also tasks that provide opportunities for students to engage in productive struggle—an essential component of developing critical thinking skills that lead to creative problem solving.
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Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Support Materials and Resources:

- Students are given access to all subject guides and assessment instruments
- Managebac is the school learning platform, and all course materials, assignments, and guidance are housed there for both students and parents
- Teachers use MyIB as their primary source of IB subject-specific information
- Teachers and students use resources such as curriculum guides/maps, locally provided textbooks, and state content standards to support teaching and learning

Processes:

To ensure fair and valid assessment, teachers engage in standardization of assessments with their content partners. They also rely on teacher support materials available on MyIB, including the assessed student work. Those resources are especially helpful to those teachers who do not have content partners. Our DP staff stays up-to-date and engaged through MyIB, online teacher communities, and networks formed through ongoing training, both virtual and face-to-face. Students are also given opportunities to look at student exemplars and examiner comments.

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

While our philosophy on assessment is grounded in student growth, our school and district also understand the value of assessment as part of the learning process. This value is sanctioned by our district policy that requires students to complete suites of assessments throughout the school year. Benchmarks are intended to inform all stakeholders of progress toward the end of course exams that measure student mastery of the content standards provided by the state. MYP assessments and their respective graduating criteria are intended to bring the curriculum alive for students through authentic assessments that allow students to demonstrate their understanding beyond the measure of a test.

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Additional Authority All policies written for Signal Mountain Middle/High School will comply with policies established by the local Hamilton County Schools district and the Tennessee State Department of Education including all federal, state, and local laws.