



Marshall Middle Magnet International Baccalaureate World School Middle Years Programme Assessment Policy

Marshall Middle Magnet is preparing all students to be active, reflective, critical thinkers ready to shape their environments.

Philosophy of Assessment

Assessment is the evidence of understanding the statement of inquiry, standards, and/or learning goal that measures how and what a student thinks and knows at any point in the instructional cycle. It is both **formative** (guides instruction) and **summative** (assesses mastery). The use of assessments supports this philosophy by:

- enhance student learning;
- monitor and evaluate student progress towards meeting course and MYP Programme standards;
- provide feedback to students, parents, and other stakeholders;
- support teacher reflection for students as well as on the effectiveness of teaching;
- inform curriculum review;
- evaluate the suitability of courses, and
- develop short and long-term achievement goals for students.

Types of Assessment

- **Formative assessment**: Assessment that is used to guide the instruction in the classroom. Formative assessment informs the teacher and student as to students' progress on the statement of inquiry, standard and learning goal. Formative assessments include, but are not limited to: exit/admit tickets, think-pair-shares, classroom polls, observations, learning response logs, peer/self-assessments, whiteboards, four corners etc.
- **Summative Assessments**: Assessment that is used to evaluate mastery of the statement of inquiry, Florida Standard(s), and or learning goal. Summative assessments include, but are not limited to: Unit projects, performance-based tasks aligned to MYP Criteria, tests, Florida Standards Assessments, End of Course Exams, and Statewide Science Assessments

Policy

Marshall Middle Magnet's policy is in alignment with the local and state governing bodies. Hillsborough County Public Schools currently uses the Continuous Improvement Model, and contains a four-step process; all are standard-based. Teachers plan lessons aligned with assessment. Teachers use the backward planning model that include teaching the lesson, assessing, reflecting, and making adjustments accordingly.

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to makes judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies. MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the Programme. (<https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>)

MYP Criteria for All Subject Areas

To determine a student's achievement level, teachers will use a criterion-related approach. Student performance is measured against pre-determined assessment criteria based on the aims and objective of each subject area. Teachers must gather sufficient evidence from a range of assessment tasks formative and summative, to enable them to make a professional and informed judgment guided by criteria that is public and transparent, to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent patterns of scores.

"The criteria for each subject group represents the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge" (IB MYP: From Principles into practice).

Common Practices in using MYP assessment criteria and determining achievement levels

- Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject area.
- Teachers will collaborate to standardize grading Common practices in recording and reporting student achievement.

Common Practices in recording and reporting student achievement:

- Each teacher will provide students with the MYP assessment rubric at the beginning of the unit to be assessed.
- Each teacher will assess each strand of each criterion a minimum of two times each year
- Teachers will continue to report student grades at mid-quarter and quarter in the traditional letter grade format.
- Teachers will use a variety of assessment strategies and tools to provide feedback.
- Teachers will report progress on student progression of the MYP Assessment Criteria two times per year through the online grading platform, Parent-teacher conference, Student-led conference or through teacher determined means of communication.

Implementation of formative and summative assessment consistent with IB expectations

The implementation of formative and summative assessment at MMM is consistent with IB expectations.

As a school, we:

- Collaborate in our Professional Learning Communities (PLCs) to create authentic assessment aligned to the MYP Assessment Criteria.
- Implement a school-wide expectation of using formative assessments to inform and modify instruction.
- Create authentic assessment tasks related to the MYP concepts that focus on real-world contexts.

Relationship of MYP assessment principles and practices with required systems for grading and reporting

Hillsborough County Public Schools administer multiple required assessments including the Florida Assessments of Student Thinking (FAST), Quarterly Checks, District Semester Exams, and End of Course Exams.

All performance based summative assessment tasks that are used to assess student knowledge of the MYP assessment criteria will be evaluated using the appropriate, subject-specific MYP rubric. Once student work is assessed against the MYP rubric, the teacher will convert grades from the achievement level on the MYP rubric to traditional (0-100) grade using the table below.

MYP achievement level from rubric	MMM grade
8	95-100
7	90-94
6	85-89
5	80-84
4	70-79
3	65-69
2	60-64
1	40-59
0	0-39

Purpose of Assessment for Teachers

- to guide instructional practice;
- to determine the effectiveness of teaching;
- to provide diagnostic feedback and motivate performance;
- to help set standards and evaluate progress.

Teacher Responsibilities in Assessment

- Revisit instruction based upon formative assessment results and student learning styles.
- Work in teams to develop common assessment tasks.
- Provide feedback in a timely manner.
- Communicate with parents regarding assessment, transition from MYP rubric grade to equivalent 0-100 grade.

Purpose of Assessment for Students

- to provide consistent, timely feedback and opportunity for reflection;
- to measure what students know at various points in learning;
- to identify strengths and weaknesses in skill acquisitions;
- to promote student ownership of learning.

Student Responsibilities in Assessment

- Ensure that work missed due to absences is submitted in a timely manner to ensure full understanding of the standard and Statement of Inquiry
- Complete assessment tasks with utmost effort and pride.
- Analyze one's own assessment data and feedback and request clarification to improve learning MYP achievement level from rubric.

Process for Standardization of Assessment Scoring

Grade-level and subject-area teams will review samples of student work during Professional Learning Communities (PLC) on a variety of assessments and compare scores in order to standardize scoring on assessments. Both teachers and Hillsborough Public Schools design summative assessments and formative assessment options that used in schools within the District. This process of standardization of assessment tools and scoring is ongoing among teachers – similar to Writing scores. MYP Coordinator and Instructional Lead Team will review the process of standardization annually.

Reporting to Parents

Parents, teachers, and students are partners in education. Teaching and Learning greatly benefits when there is open and consistent communication among these three entities. Student and parents are kept informed in the following ways:

- Parent & Student Conference Night
- Canvas
- Teacher and/or other Instructional Staff member emails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Quarterly Report Cards
- Semester MYP Progress Reports
- School displays – email, texting, website
- EP – Education Plans for gifted students
- IEP – Individual Educational Plan for Special Education students

End of Semester MYP Reporting

A summative semester end score, given for each criterion within each subject area, reflects a student's level of demonstrated competence. Scores for each criterion are reported as whole numbers, using the 8-point scale.

Terminology

Formative Assessment – formal and informal assessments use during the learning process. Results can help teachers plan instruction to meet their students' current needs and guide future instruction. Examples include exit ticket, student work, and check for understanding during instruction; as well as non-evaluative interim tests covering recently taught material and align with the standards.

IB Achievement Level – the level given when the student work reflects the corresponding descriptor, levels 0-8. (*IB MYP: From Principles into practice, Appendix 4: Glossary of MYP terms, p. 121*)

IB Assessment Criteria – criteria against which a student's performance is measured as evidenced by work produced. MYP guides provide assessment criteria required for use in years 1, 3, and 5 of the Programme. (*IB MYP: From Principles into practice, Appendix 4: Glossary of MYP terms, p.121*)

IB Descriptors – achievement level descriptors describe the difference in student accomplishment for each assignment criterion and correspond to the achievement level that should be awarded. (*IB MYP: From Principles into practice, Appendix 4: Glossary of MYP terms, p. 123*)

IB Final Grade – the number assigned to standards of student achievement. A grade is determined by applying the grade boundaries table to the student's criterion levels total. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). (*IB MYP: From Principles into practice, Appendix 4: Glossary of MYP terms, p. 125*)

Summative Assessment – assessments used to evaluate student learning for evaluation or accountability, skill acquisition, and academic achievement at the end of a defined instructional period. Examples include unit test, final exam, teacher evaluation, benchmark interim assessment, end of a project, etc.

Communication Plan

Assessment Policy will be available on Marshall's website and shared with parents and students at the beginning of each school year.

Review of Assessment Policy

Marshall Middle Magnet staff will regularly review and update the Assessment policy.

- Written and approved March 2021 by Instructional Lead Team members
- Revised and approved August 2021 by Lead Team members

Resources

Coordinator Support Material, Standard B1, Assessment Policy, [Coordinator support material \(ibo.org\)](#)

KCCC Southeast Middle School Assessment Policy, [KCC Southeast Middle School An IB MYP School: Assessment Policy – Kids Community College \(mykidscc.org\)](#)

Middle Years Programme. MYP: From principles into practice, September 2017.

Pine View Middle School Assessment Policy, [PVMS-Assessment-Policy.pdf \(pasco.k12.fl.us\)](#)