



Harper Woods Middle School International Baccalaureate Assessment Policy

Mission Statement

Harper Woods Middle School inspires students to become powerful, passionate and purposeful citizens leading them to promising futures through high expectations so they can achieve their greatest personal and academic potential. Students have access to relevant, rigorous, enriching, meaningful, and innovative instruction where ALL students can RISE to compete on an international and global level.

Assessment Philosophy

Assessments are implemented to provide valuable data and allow for review of student performance. Assessments identify what content students not only know, but are also able to manipulate in a variety levels we refer to as their Depth of Knowledge.

Purpose of Assessment for Teachers:

- To monitor lesson effectiveness
- To monitor individual student achievement and whole class achievement
- To guide curriculum review and unit plan adjustments
- To properly determine effective instructional techniques.

Purpose of Assessment for Students:

- To provide feedback on progress through lessons and unit plans
- To identify areas of strength and areas where growth is needed
- To show how students have progressed over a length of time within a unit
- To encourage student responsibility in monitoring their own learning (ATL)
- To consider how they best reach mastery of subject matter

Purpose of Assessment for Parents:

- To be in constant communication, providing timely feedback for parents to support
- To help parents and teachers work together as the driving force of student learning
- To keep parents informed about what their students are learning

Types of Assessment

Teachers will assess all content areas through both formative and summative assessments throughout the school year. In addition to teaching the approved MYP Curriculum throughout the school year Harper Woods Middle School also must teach and assess the State of Michigan Grade Level Content Standards, Common Core Curriculum and Next Generation Science Standards. Teachers will consistently assess students utilizing a variety of assessment types, including quizzes, tests (both written and verbal), projects and presentations.

Purpose of Pre-Assessment:

- To access prior knowledge
- To provide insight in teacher planning of learning activities for daily and unit work
- To gauge student interest in subject areas

Formative Assessment

- Involves the Approaches to Learning (ATL) and requires student reflection on their learning process
- Utilized daily in teaching and learning, multiple times per day
- Provides the teacher with the information necessary to make changes in lesson structure or lesson pacing to ensure all students are being successful.

Summative Assessment

- Gives the teacher opportunity to make necessary adjustments to teaching plans, it is not intended to be a part of the final MYP score.
- Requires the students to reflect on their own learning as they progress through the unit
- Can be used to assess a variety of learning styles
- Designed before the lesson is taught and is used throughout the learning process

Principles of Assessment:

- Assessments will be differentiated to account for student learning styles
- Assessment tasks will be rigorous, demanding critical and creative thinking skills
- Assessments will encourage transfer of knowledge beyond just memorization
- Tasks will be designed to allow students to choose from a variety of learning styles
- Assessments will be accommodated for students with individual learning needs
- Feedback to parents and students will be timely and meaningful allowing for growth
- There is a consistent level between formative (ongoing) and summative (End) tasks

District Common Assessments

- M-STEP
- NWEA

MYP Criteria for All Courses

In order to properly determine a student's performance level it is a necessity that teachers utilize a criterion-related approach. A criterion-related approach is a method in which student performance is measured by pre-identified assessment criteria based on the goals of each subject guide and unit plan being implemented by the instructor. In a criterion-related approach students will be provided with a group of learning targets that they must meet in order to achieve at higher levels. Teachers will collect evidence as they progress through the units and provide timely feedback to their students and parents so they can take the steps necessary to reach the Depth of Knowledge they desire and the score on the MYP provided rubric they strive for. Teachers can assist in this effort by providing suggestions and tasks that match student learning styles and the pre-identified Approaches to Learning (ATL).

Standardization of Assessment Scoring

Subject area teams as well as grade level teachers will gather student work on a semester basis on multiple different assessments in an effort to work together and standardize their scoring methods. Teachers will also work together in the design of each assessment for the different classes to ensure that they are assessing common standards and criteria throughout the program. This standardization effort within the school is a continuous process that teachers, program coordinator and head of school all work on together to ensure standardized assessment practices are occurring.

Standardized Criteria for Assessments

- Students will be assessed on the MYP subject criteria
- Reported MYP Scores are based on multiple assessment tasks
- Each of the eight MYP subjects will be assessed multiple times throughout the year
- Teachers will utilize MYP Criteria for all assessments throughout the year
- Teachers will use the Year I and Year III rubric that is appropriate to the students progress in the program. Seventh grade teachers will begin to slowly implement Year III rubric scoring to their assessments as the year progresses.
- Final MYP scores will not be calculated by combining homework, classwork and tests. Final MYP Grades will also not be determined by averaging summative assessment scores over the year. Assessment scores are reflective of student mastery of the stated criteria of the assessment. These scores are a reflection of the teacher's professional judgement along with student evidence.

- MYP rubrics have been created and implemented using best practices as a guide. These rubrics will be utilized by Harper Woods Middle School teaching staff to create their own assessment rubrics for both formative and summative assessments. When possible teachers will include students in the creation of the final criteria rubric to best measure what are the desired ATL and Depth of Knowledge skills being assessed. All rubrics are created to inform students what skills need to be addressed and provide feedback throughout the progress of the lesson.

Reporting to Parents

The fundamental belief held by Harper Woods Middle School is that Teachers, Students and Parents are all partners in the educational process. Communication through all stakeholders allows for this partnership prosper and grow. In an effort to continue building this relationship students and parents will be notified of student progress utilizing the following methods:

- Orientation Night
- MiStar online gradebook
- Parent Teacher Conferences
- Communicating class-specific information via Learning Management System (LMS) such as Google Classroom, Moodle, etc.
- Progress reports (Sent out 5th week of school, 15th week of school, 25th week of school, 35th week of school)
- Report Cards (Sent out 10th week of school, 20th week of school, 30th week of school and 40th week of school)
- IEP: Individual Educational Plan for special education students
- MYP Reports of Progress (2 per year)

Grading Policy

All teachers will provided their classroom grading policy and curricular information to parents and students at the beginning of the school year.

End of Semester MYP Reporting

A summative semester end score will be given for each criterion within each subject area. These scores represent a student's level of demonstrated ability. Scores for each criteria are reported as whole numbers, using a scale of 1-8.

Combining State and National Requirements with Program Assessment

State of Michigan Assessments:

The state of Michigan administers the following standardized tests on a yearly basis:

- M-STEP for sixth grade in Math and English Language Arts
- M-STEP for seventh grade in Math, and English Language Arts

- PSAT for Eighth grade in Math and English Language Arts, and M-STEP in Science and Social Studies.
- MI Access: an adaptive test administered to students as required by their IEP's
- WIDA ACCESS: (Assessing Comprehension and Communication in English State-to State for English Language Learners) A test given annually to measure proficiency in reading, writing, speaking and listening for all English learners in grades k-12
- W-APT: WIDA ACCESS: Test given to students, who are new to the district and identified at enrollment as either speaking a language other than English or having a language other than English spoken in the home. It assesses proficiency in reading, writing, speaking and listening of English learners in grades K-12
- Educational Development Plan: All students are assessed to determine career pathway interests as well as skills that are applicable to the workplace.

Communication Plan

This assessment policy will be posted on our school website and given/shared with parents and students at the beginning of each academic year.

Review of the Assessment Policy

This policy will be reviewed and updated on an annual basis by converging a committee of Harper Woods Teachers, Parents and Students.

- Current version written September 20, 2018 by Heath Filber, Shirley Russell, David Perry and Leslie Elya.