

# RICHARDSON MS

MYP IB Programme



## MYP Assessment Policy



### IB Standard B1.5d

**The school has developed and implements an academic honesty policy that is consistent with IB expectations**



### Philosophy

We are "Committed to Excellence", assessments provide data and allow for analysis regarding student performance. Assisting in identifying what the students knows, understand, can do, applies and reflects upon at different stages of the learning process. We are committed to providing what is best for the student.



## Common practices in the MYP assessment



## Purpose

### **Purpose of assessment for teachers:**

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

### **Purpose of assessment for students:**

- To provide consistent, timely feedback and opportunity for reflection
- To give provide feedback at various points in the learning stages
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for the ownership of learning
- To encourage students to self-advocate

## **Purpose of assessment for parents:**

- **To communicate consistently, timely, feedback and opportunity for conversation**
- **To allow parents and teachers to work together as advocates of student learning**
- **To provide transparency of curriculum**

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## Principle

### **Principles of assessment:**

- **Projects/Tasks will be designed to appeal to a variety of learning styles**
- **Student assessments will be differentiated to account for student's diverse needs – doing what is best for the student**
- **Student assessment will be rigorous, involving critical and creative thinking skills**
- **Student assessment will encourage transfer of skills, interdisciplinary learning, and realworld contexts**
- **Students will identify learning needs, will receive accommodations based on their learning needs**
- **Student work submission for assessment must be the student's own work**
- **Student will receive timely and meaningful feedback on their mastering of the assessment criterion**
- **Students will have balance between formative (ongoing through the unit) and summative (end of unit) assessment.**





## Common Practices

### **IN Recording and reporting MYP assessment**

- The student's achievement level will be assessed by the teachers use of the criterion related approach.
- Student performance will be measured against pre-specified assessment criterion based on the aims and objectives of each subject area.
- Students will be not be referenced or compared to other students, or the criterion alone.
- Students will not need to master ALL criteria in order to achieve the next level of assessment.
- Teachers will gather sufficient evidence from a range of assessment tasks to make a professional and informed judgment using the International Baccalaureate Criterion as a guide.
- Assessment will be public and transparent to determine student's achievement level.

# Common practices for recording and reporting

- **Students are assessed utilizing the Middle Years Programme Subject Guide Criteria**
- **Criteria from all eight required subjects are assessed multiple times during the school year**
- **Reported MYP scores are based on more than one assessment task**
- **Teachers employ standards based on grading MYP criteria for most assessments during the year**
- **Teachers use the Year 1, 2, or 3 Criterion rubrics appropriate for student's year in the MYP IB Programme**
- **Teachers – seventh grade – use the Year 3 criterion rubric consistently**
- **Teacher score according to how well the student has demonstrated mastery of the published criteria, using the subject area, teacher's professional judgment, along with student evidence**
- **Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades, or determine MYP grades by combining homework, classwork, and test grades**
- **Rubrics are designed by the IB and made task specific by the teacher as the evaluation tool for formative and summative assessments and are created before the unit is taught. (modified as needed – living document)**
- **Students are provided with criterion based rubric prior to assignment**
- **Rubrics are provided intended to provide learner with feedback through annotations from instructor**



**Implementation of formative and  
summative assessment consistent with  
IB expectations.**

## **Pre-Assessment**

- **Teacher plans learning activities for the unit**
- **Teacher activates prior knowledge**
- **Teacher makes necessary adjustments to teaching to meet the criteria of the MYP programme**

## **Summative Assessment**

- **Teacher designs before unit is taught**
- **Teacher evaluates at the end of teaching and learning process**
- **Teacher provides students with opportunities to demonstrate what they have learned**
- **Teacher address a variety of learning styles, always doing what is best for the student**
- **Teacher provides notification of summative assessment prior to the assessment**

# **District Common Assessment**

- **Language Proficiency documentation: Spanish or other languages**
- **Subject area assessments provided by the school district**
- **State of Texas Assessments of Academic Readiness – STAAR**

## **Reporting to Parents**

- **Jaguar Weekly News Letter**
- **Communication of class specific information through teacher created school tools**
- **Progress Reports**
- **Report Cards**
- **Parent/Teacher conferences**
- **Parent portal – website access to grades electronically**
- **Student portal – website access to grades electronically**
- **Social Media platforms**



# **Grading policy**

- **District policy to have two grades per week**
- **Four nine-week grading periods, providing an end-of-semester grade for each subject area culminating in a final grade**
- **Summative grades will be reported on criteria that have been assessed by the culmination of the course.**
- **Criteria scores may be communicated apart from the MYP report of progress currently reflecting a zero weighted score – upon authorization by IB grade will be reflected in gradebook**

## **Communication Plan**

**The assessment policy will be made available on our school website at the beginning of the year, upon authorization from IB. Additionally, information may be accessed through Schoology.**

# **Review of the assessment policy:**

**This will be reviewed and updated annually by Richardson Middle School.**

- Written, September 2016 by The Assessment Policy Committee.**
- Reviewed and Updated, September 2023.**

**This policy is available to the community through the NRMS website, and the school Leadership team welcomes comments and recommendations at any time.**

## **Footnotes:**

**Information gathered from Bloomfield Hills School MYP High School, Middle School MYP**