

MILLBROOK HIGH SCHOOL

MYP PROGRAMME ASSESSMENT POLICY

Why do we assess?

At Millbrook High School our assessment of students serves multiple functions. First and foremost, assessment serves as a tool that helps us to understand the extent to which students have mastered their learning objectives. At the same time assessment serves as a benchmarking tool, informing the students, teachers, and parents as to the progress students are making towards those learning objectives. Our assessment tools do not, however, simply serve as indicators of understanding; they are also used as learning opportunities through which students can engage material in new ways to further the learning process.

Of course assessment is a necessary process for teacher development as well. Through formative and summative assessment, teachers are given the opportunity to self-reflect on their efficacy in conveying material and ideas to students, and on the level of clarity and success they are having in their communication with students. Assessment provides an instrument through which we can have conversations about student engagement, performance, and mastery. Data collected from formative and summative assessments can track students' understanding, inform teachers' instructional planning, and help identify areas for differentiation.

How do we assess?

Assessment is the process of gathering information that allows us to draw conclusions about the extent to which our students are gaining proficiency and/or mastery in their subjects.

Assessments will utilize multiple assessment tasks each addressing at least one IB MYP objective. To achieve such levels of learning, students must understand the content specific to their course of study. At the same time they must learn how to put that content to use in order to draw conclusions about their world. Therefore, assessment must address students' ability to analyze and evaluate situations concerning course content and draw conclusions. Assessments must support and encourage student learning through differentiation.

The assessments we offer must allow students the opportunity to demonstrate both content knowledge and the skills of application, analysis, and evaluation. Our goal at Millbrook is to use assessment as authentically as possible, in a way that allows students to demonstrate what they know, and not only what was taught. Students will be given the freedom to help in the construction of assessment opportunities that best serve their learning styles and their ability to demonstrate higher-order skills and promote positive student attitudes toward learning.

The following list is a sample of assessment types:

- Open-ended tasks: compositions, reports, presentations (verbal, written or graphic)
- Examinations: selected responses on tests and quizzes
- Process Journals: meaningful and purposeful reflection
- Performances: demonstrate understanding in real-world contexts
- Questionnaires
- Investigations
- Research
- Class Discussion
- Original works

The second half of the assessment process is the evaluation of student work. In keeping with the goal of measuring mastery of learning objectives and the requirements of IB course work, Millbrook teachers will utilize IB published MYP criteria-referenced rubrics in each of the eight subject areas of the programme. The process will be standardized where all teachers work in a subject area together to agree on norms for each criteria in their subject. In this way, consistent application of the rubrics will occur. Rubric based assessment will be used regularly, and at all times when IB assessments are being given.

One assessment - Two systems

Throughout their time in the Middle Years Programmes, assessment is aligned with subject-specific, interim objectives that support student learning in Years 4 and 5. They are age-appropriate as students are a crucial part of the assessment process. Final grades will be determined using criteria-based rubrics that accurately reflect students' learning. We are working toward common assessments that are internally standardized through our Professional Learning Teams (PLTs).

As students within the Wake County School System, students will also be measured on a scale of points from 0 to 100, with grade boundaries that result in the awarding of grades A through F. These grade boundaries are unique to the county and not congruent with IB grading practices. Therefore, teachers will be charged with translating IB style assessments into the Wake County system of grading using a fair and consistent model.

Recording, Reporting and Communicating IB MYP Grades

Throughout the course teachers will assess each criterion in their subject area at least twice and record the student's achievement level. A copy of the rubrics along with the students' level of achievement identified is given to students to take home to share with parents. The MYP Leadership Team is currently establishing a more formalized way in which these grades for all 8

subject area will be reported to students and parents, along with the frequency and format of the reports.

Enacting the MYP fundamental concept of communication, it will be important to communicate MYP grading practices with staff, students and parents. We will communicate with our parents through our CANVAS/Google courses and weekly principal messages any and all communication regarding assessment and grading in the MYP. While at Millbrook High School we have fully developed our MYP principles and philosophy, we are still in the process of establishing protocols and procedures in order to best report information about assessments and grading.

Persons with responsibilities in the assessment process:

The practice of assessment is one of shared responsibilities. It is critical that each stakeholder understand his or her role in the process.

Students

- demonstrate understanding of the learning value of assessment by respecting and adhering to assessment deadlines, both formative and summative
- actively participate in assessment in order to compliment classroom learning activities and demonstrate evidence of mastery of acquired skills
- respect the demand for integrity in assessment and understand the Malpractice Policy defined below

Teachers

- engage in collaborative practice of criteria-norming
- make clear to students the value and application of criteria-based rubrics
- construct assessments that demonstrate student achievement of course objectives

MYP Coordinator

- assist in sharing of information/assessment data to teachers across curriculum to assist in student-support efforts
- work with teachers to better understand assessment practices and rubrics
- support Professional Learning Teams in the writing and implementation of Unit Planners, with an emphasis on criteria-based assessment

Malpractice Policy

It is important that at Millbrook High School our teachers communicate to students the importance of academic honesty and integrity for very positive reasons. As part of their social and ethical development, students need to see academic honesty beyond the context of “not cheating”, but as an integral element of their social and intellectual construct. While academic honesty is broad in scope, we will start with the basic IBO statement:

Students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room.

Ethical Practice Within the Diploma Programme, IBO

It is necessary to understand that students will not always approach assessment in an ethical manner. In cases of student malpractice, the Millbrook’s IB Programme will follow a policy that is congruent with the greater school policy and that of the IBO.