



IB MYP Assessment Policy Langford Middle School



Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School believes that it is fundamental for our students to strive to embody the meaning and ideals of the **IB Learner Profiles**. Langford's community will meet our student's needs by embracing different forms of assessments, and using assessment as a tool to help students be **IB learners**.

Langford Middle School strives to provide a challenging, supportive educational experience for all students. The Langford faculty and staff is committed to ensure that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and supports required.

This focus on assessments is one that combines Richmond County, the state of Georgia, and **MYP** policies. Langford Middle School's educational staff uses various forms of assessments to provide data and allow for analysis regarding student performance. In turn, teachers identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

Responsibilities of Stakeholders¹

At Langford Middle School, we believe that all stakeholders must take responsibility for student achievement. In terms of assessment, this means the following:

Teachers will:

- design appropriate, engaging, and rigorous units of study and assessments.
- align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- provide students with clear rubrics and task specific clarifications at the beginning of each unit.

- provide opportunities for students to reflect on their performance on a given assignment or assessment.
- provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.
- collaboratively work together to maintain consistent assessment procedures (develop task-specific descriptors, standardized grading practices, Middle Years Programme (MYP) Unit Plans, and inquiry questions).
- use professional judgment when determining levels of achievement.
- seek advice from peers, the leadership team, and administration, as needed, for support in adhering to this policy.

Students will:

- do their best to exemplify the **IB** learner profile in their approaches to learning and assessments.
- familiarize themselves with the criteria rubrics and learning objectives for each of their subject groups.
- reflect on the content knowledge and skills that they are developing.
- work meaningfully with teachers and peers to develop content knowledge and skills.
- ask for assistance when needed.
- actively participate in the inquiry and exploration in their global classrooms.
- regularly check grades in both Power Schools and the **IB** reporting systems.
- reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

Administrators and leadership staff will:

- provide time, resources, and focus to teachers for maintenance of assessment policies.
- provide time for collaborative planning.
- conduct International Baccalaureate (**IB**) MYP meetings and subject group meetings.
- provide opportunities for **IB** professional development workshops.
- continually observe teachers using the **IB** observation document and provide feedback.
- support a spirit of collaboration and collegiality among all stakeholders.
- arrange parent and student conferences with all MYP teachers.
- trust the teachers' professional judgment in regard to determining levels of achievement.

Parents and guardians will:

- familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses. Rubrics can be found on the Langford website under the **IB** resources tab.
- use those rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff, and their children.

- feel free to contact teachers at any time with questions they might have regarding assessment.
- support their children's academic and character growth throughout the MYP.
- regularly check teacher websites and FAS website for IB updates.
- communicate with teachers, students, and administrators/leadership/IB coordinator/staff about questions or comments they have regarding their student's progress in the MYP.
- attend IB parent nights.

Assessment Practices

At Langford Middle School, we use a variety of assessments to ensure that all of our students' needs are met. The results and performances of the different types of assessments demonstrate a conceptual understanding of the learning objectives being taught. The following are characteristics of effective assessment practices at Langford Middle School:

- To develop and promote higher level thinking skills.
- To support and encourage student learning by providing feedback of the learning process.
- To inform, enhance and improve the teaching process by taking into account student learning styles, prior experience, current knowledge and interests.
- To promote positive student attitudes through learning.
- To challenge and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
- To promote a deep understanding of subjective content.
- To determine the level of understanding and skill acquisition by using both summative and formative assessment practices.
- To support the use and analyzing relevant data to measure student progress, to inform instructional content and delivery methods.
- To engage students in the real world through the use of the IB MYP global contexts and guiding questions.
- To promote meaningful reporting to students, parents, and guardians about student's progress.
- To create and implement MYP unit planners with fidelity.
- To create opportunities for students to reflect on their own learning.
- To provide diagnostic information regarding students' mental readiness for learning new content.
- To provide formative and summative information needed to monitor student progress and adjust instruction.
- To keep students motivated.
- To hold students accountable for their own learning.
- To opportunities to re-expose students to content.
- To help students to retain and transfer what they have learned.

SPED Assessment Practices

Langford Middle School follows local, state, and federal guidelines for Individual Education Plans (IEP's). Students with an IEP will be assessed according to the modifications and accommodations identified on their plan. When general education teachers are unsure how to modify their approach to assessment, they should consult the student's case manager. If no modifications to assessment are identified in the IEP, the student will be assessed with the same expectations as the rest of the class. Modifications to assessment may include, but is not limited to:

- Determining the student's grade based on participation, work completion, effort, or progress towards goals.
- Use of a modified rubric (MYP subject area rubrics by year).

Types of Assessment

- Formative assessment – formative assessment is an assessment that is integral to the instructional process to help teachers adjust and modify their teaching practices so as to reflect the progress and needs of the students. The types of formative assessments employed at Langford Middle School are:
 - quizzes
 - written responses
 - ticket out the door
 - thumbs up/thumbs down
 - class discussions
 - MYP reflection in journal
 - number talk
 - word study
 - self reflection
 - student-teacher conference
- Diagnostic assessment – the purpose of diagnostic assessment is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills and to permit the teachers to remediate, accelerate, or differentiate the instruction to meet each student's readiness for new learning. The types of diagnostic assessments employed at Langford Middle School are:
 - iReady diagnostic
 - pretests
- Summative assessment – summative assessment can occur at the end of a chapter, unit, semester or a school year to determine the student attainment of the standards of certain subject areas. The types of formative assessments employed at Langford Middle School are:

- summative assessments created by teachers and completed by teachers in the MYP unit planner
- benchmark tests
- essays and reports
- research reports, displayed work
- performances (dramatic, musical, role-play), portfolios, class discussions
- projects
- post tests
- unit tests
- Georgia Milestones EOG
- Georgia Milestones EOC

Assessment in Richmond County Schools/Langford Middle School

The Assessment Program in Richmond County complies with the state mandate to assess the achievement of students on their mastery of academic skills. This program includes the administration of tests at various grade levels and contents. Assessment of student progress is an integral component in the learning process in Richmond County Schools. These assessments are administered to achieve the following objectives:

- To identify specific strengths and weaknesses of students
- To improve instruction
- To provide information for accountability decisions
- To communicate the effectiveness of our schools to the community, parents and other stakeholders

Assessment at Langford Middle School as it relates to the MYP Program

Assessment in the MYP at Langford Middle School utilizes strategies and tools that are designed, developed, and applied by teachers working with students in their schools. Langford Middle School does not participate in the MYP's optional, external e-assessment because we end at year three.

Langford Middle School students are assessed in each of the eight MYP subject areas. Subject areas all have four established objectives (A, B, C, D), and student achievement levels (0-8) are based upon their meeting of the criteria for that level. It is important to note that individual student work is not compared to other students' work. Instead, the student work is compared to the assessment the assessment criteria in the MYP rubrics.

The assessment criteria in the eight MYP subject areas are derived from four core components. Those core components are:

- knowledge

- understanding
- skills
- attitudes

The summary of the MYP Assessment Criteria for all subject groups is listed below.

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature (formerly known as English Language Arts)	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Individuals and Societies (formerly known as social studies)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Arts (visual and Performing)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Design (Technology & Business Computers)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Language Acquisition (Spanish)	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language

MYP requires that each criterion is used twice a year. Ideally, the A-D criterion is used once during each semester. Teachers will use the MYP criterion to assess student learning within the MYP planner. However, teachers will utilize the MYP criteria to assess student learning in the cases when a rubric is required. At Langford Middle School, we recognize that employing the MYP criteria will allow for an increase in rigor in all classrooms.

Communicating With Parents about MYP Criteria and Assessment

Langford Middle School teachers are required to enter at least two grades weekly into Infinite Campus. The categories and weights for grades are:

Tests/Projects: 40%

Quizzes: 35%

Classwork: 20%

Homework: 5%

Summative assessments that are listed in MYP unit planners are recorded under the tests/projects category. Langford Middle School does not employ an MYP reports card. Instead, Langford follows the policy of the Richmond County School System by utilizing a Standards Based Report Card. The grading policy at Langford Middle School is:

90 - 100	A
80 - 89	B
75 - 79	C
70 - 74	D
0 - 69	F

In order to be able to abide by Richmond County School's grade policy, and the MYP grade policy, Langford Middle School had to devise a conversion from the MYP score to a standard grade. The conversion chart is listed below.

MYP Criterion/Rubric Score Range	Standard Grade
8	100%
7	94%
6	89%
5	84%
4	79%
3	74%
2	69%
1	64%
0	50% (Attempted)
0	0% (Did not attempt)

Teachers will enter both the MYP score and the standard grade into Infinite Campus. The MYP score will not be weighted, however the converted grade will be weighted. Parents and students will be notified once the grade is posted into Infinite Campus.

On-going Review

The IB Committee, Langford's administration, leadership team, faculty, staff, and community stakeholders' team will revise and review the Assessment policy annually.

Acknowledgments

¹Delgado, Dillman, & Alegre. (n.d.). MYP Assessment Policy. Retrieved from https://franklin2017.s3.amazonaws.com/6/34/myp-assessment-policy_1550692179.pdf