



SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

John T. Roberts PreK-8 School

John Devendorf, Principal

International Baccalaureate Middle Years Program Assessment Policy

The John T. Roberts PK-8 School Mission

To provide the students of Roberts School with a high-quality education that will produce inquiring, knowledgeable, active citizens and leaders from our diverse community while developing lifelong learners, positive relationships and creating a culture of pride, respect, caring, compassion, and social responsibility.

Philosophy

- The purpose of assessment is to improve classroom instruction and therefore support and encourage student learning through feedback on the learning process.
- Students should receive timely feedback on assessments that outlines what their next steps should be.
- Assessment should promote consistency of expectations and implementation of student learning.
- Summative and formative assessments are integral to the teaching and learning process.
- A grade should represent what students are able to accomplish by the end of a unit.
- Students should be allowed to revise and/or retake formative assessments.

Types of Assessment

- **Summative Assessment** – are end of unit tasks that align to MYP objectives.
 - Summative assessments are typically performance-based.
 - They are intended to be high-quality, rigorous evaluations of student achievement using MYP subject group assessment criteria within each MYP unit.
 - They should allow the teacher to determine the effectiveness of instruction and report to parents using the MYP criteria.
- **Formative Assessment** – are given frequently during the course of a unit. Formative assessments should measure student performance on a specified performance expectation or skill. Formative assessments may be **formal** or **informal**:
 - **Formal formative assessments** are entered into the gradebook.
 - These are tasks that measure attainment of a specified performance expectation or skill.
 - Homework should not be entered as a grade for formal formative assessment due to academic integrity concerns and to maintain equity due to access variance among students.
 - Formal formative assessments may include:
 - Classwork
 - Tests/Quizzes
 - Portfolio assignments
 - Class discussions

- **Informal formative assessments** are ways for teachers to frequently check student levels of understanding without assigning a grade in a gradebook. Informal formative assessments may include:
 - DIN's and exit tickets
 - Small or whole group discussions
 - Reflection journals
 - Thumbs up/down checks
 - Classroom observation
 - Homework assignments

- **Approaches to Learning (ATL) Skills** provide valuable support in developing the learning attributes students can use throughout their lives. ATL skills help students “learn how to learn.” Strategies for developing these skills are shared with students and feedback on their progress is communicated formally and informally.
 - ATL skills are organized under five headings:
 - Communication
 - Social
 - Self-management
 - Research
 - Thinking

- **Mandatory Assessment** – all teachers are required to administer certain assessments per the district and state guidelines. These include:
 - NYS ELA and Math 3-8 assessments
 - NYS 8th grade Science Exam
 - NYS Regents Exams
 - NWEA Map Reading and Math
 - Benchmark Assessments

Assessment Criteria and Determining Achievement Levels

- To determine a student's achievement level, teachers will use a criterion-based approach.
- There are four criterion (A,B,C,D) for each subject (Arts, Individuals & Societies, Language & Literature, Language Acquisition (Spanish), Math, PE/Health, Science, and Design.)
 - Each summative assessment will be scored on a scale of 1-8.
 - Student grades for summative assessments will be based on the following chart:

IB Score Range	0	1	2	3	4	5	6	7	8
Percent Score	0	65	70	75	80	85	90	95	100

- Teachers will add the IB Score for each criterion allowing for a maximum of 32 in each of their subjects.
- If the grade falls within a boundary (see chart) they will receive an IB Achievement Level (1-7) and an equivalent numerical grade for their report card.
- The below chart represents generic achievement level descriptors for overall comparison.

Boundaries	Achievement Level Descriptors	IB Achievement Level
1-5	Minimal achievement in terms of the objectives.	1
6-9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .	2
10-14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	3
15-18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.	4
19-23	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.	5
24-27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	6
28-32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .	7

Recording and Reporting Student Achievement

- The Syracuse City School District utilizes an electronic gradebook, SchoolTool, in order to keep parents and students up to date on grades and progress monitoring.
 - SchoolTool can be accessed by parents and students and both are encouraged to check student progress regularly.
 - Local percentage grades **AND** MYP criterion scores must both be reported back to students on summative assessment tasks.
- All parents are notified of student grades, once during the middle of each quarter with interim reports and once at the end of the quarter when formal report cards are made available to families.
- Each teacher will assess each criterion a minimum of twice each school year (January/June) and students will receive an MYP report card indicating how well the student is progressing toward mastery on assessed criteria.

- Teachers will provide rubrics to students at the beginning of each unit that transparently describe what will be assessed throughout the unit.
- A grade should represent what students are able to accomplish by the end of the unit. Therefore, students should be allowed to revise and/or retake formative assessments.

Acknowledgements

- Howard Middle School (Marion, GA) Assessment Policy
- Academic honesty in the IB educational context (2014)
- San Antonio Independent School District Longfellow Middle Years Program (MYP) Assessment Policy
- The Academy for Discovery at Lakewood, Norfolk Public Schools – Norfolk, VA
- Jefferson-Houston PreK-8 School IB MYP Assessment Policy
- Bloomfield Hills High School/Middle School MYP Academic Honesty Policy
- MYP: From principles into practice. 2014. International Baccalaureate Organization
- Thomas J. Corcoran (Syracuse, NY) Academic Honesty Policy
- The Ogden International School Assessment Policy – Chicago, IL

Assessment Policy Team

Mrs. Doner, 6th grade Language & Literature
Ms. Jensen, 7th grade Language & Literature
Mrs. Sunheimer, 8th grade Science
Mrs. Farrell, 8th grade Mathematics
Mrs. Clifford, MS Physical Education and Health
Mr. Pareja, 7th grade Mathematics
Mrs. Lopez, MYP Coordinator
Mr. Murphy, MYP Head of Schools