

## **Assessment Policy**

### **Philosophy of assessment**

We believe the following principles are necessary to create and deliver appropriate assessments that will challenge students to meet our mission statements:

- Assessments should empower and encourage students to become lifelong learners and take ownership of their own learning.
- Assessments should provide meaningful feedback on student achievement to all stakeholders, including students, parents, teachers, administrators, the community and the school system.
- Assessments should be scaffolded and spiraled within the partnership so that students are required to demonstrate higher levels of critical thinking and application of skills from year to year.
- Assessments should use a balanced range of strategies, supporting students' strengths in learning styles, as well as challenging them to be a risk-taker in both familiar and unfamiliar situations.
- Assessments should focus on the process of learning and the improvement of the Approaches to Learning skills, as well as the final product.
- Assessments should align with the Anne Arundel County Public Schools curriculum.

### **Characteristics of assessment**

While assessments may include a range of task types, all effective assessments should possess the following characteristics:

1. Assessment addresses the needs of students who have reached different stages in their development and those who have different learning styles
2. Assessment engages students as critical thinkers
3. Assessment, including self-assessment and reflection, is an integral and continuous part of the teaching and learning process.

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4. Assessment requires students to explore multiple points of view.
5. Assessment is utilized to measure achievement against specific criteria.
6. Assessment criteria correspond to IB MYP objectives for each subject.
7. Assessment produces meaningful evidence of student learning.
8. Assessment feedback is timely, relevant and specific.
9. Assessment and the results can be easily understood by all stakeholders.
10. Assessment is continuously reviewed and revised.

### **Types of assessment**

In order for students to achieve mastery of course standards and MYP objectives, teachers must frequently monitor student understanding through the use of formative assessments. These assessments must expose students to the criteria on which their summative task will be assessed, thereby allowing the opportunity to reflect upon the growth needed to attain a higher achievement level on the final MYP rubric. In addition, formative assessments allows the teacher to frequently monitor student understanding, thus giving the teacher the opportunity to re-teach skills and concepts in order to better prepare students for the summative task. Summative assessments take place at the end of the specified unit, giving an indication of the student's understanding and achievement.

Formative assessment may include, but is not limited to, exit tickets, quizzes, brief constructed responses, journal entries, warm ups, literature circles, Socratic seminars or homework. Summative assessment may include, but is not limited to, extended labs, posters, oral presentations, extended responses, tests, literary analyses, personal responses to literature, investigations, visual interpretations and partner dialogues.

### **Assessment practices**

As teachers consider the assessment, they are careful to take many factors into consideration:

- Stage one of the unit planner: Statements of inquiry and inquiry questions guide the assessments, both summative and formative.

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- Horizontal scope and sequence: Each subject and grade level course has developed a horizontal scope and sequence to map out the MYP curriculum for the year with consideration on the prescribed minimum tasks, as well as the required number of times that each criterion must be assessed per year.
- Criteria and objective selection: As teachers are provided with a curriculum guide that outlines the state standards that must be taught, we have created a document that aligns state standards with the MYP objectives. With the adoption of Common Core State Standards, we feel that this will contribute a more natural and relevant connection and alignment.
- Reflection: Each summative assessment that utilizes MYP criteria has a reflection component for the students. The student reflects upon the concepts and skills that were required in order to be successful on this assessment, the level that he or she achieved, and what steps could be taken for the next task that assesses the student using the same criteria in order to achieve a higher level.
- Personal Project: All students in year five are expected to complete the MYP Personal Project. Tasks in years one through four, as well as unit and daily lesson plans, are expected to incorporate Approaches to Learning so that students have the skills necessary to successfully complete a task of this magnitude that is self-driven by the student.

### **Implementing, Evaluating, and Reviewing the Assessment Policy**

Twice weekly, teachers meet to work collaboratively on unit planners and assessments. The IB coordinator will meet to assist and evaluate work at this time. As student and teacher assessment needs are observed, a plan for professional development and training is put in place to address needs. Professional development is held weekly and once a month on early release days.

Policies are reviewed by the School Improvement Team and the Leadership Team annually.