

Hutchinson Middle School

Assessment Policy

The administration, faculty, staff and parents of Hutchinson Middle School work collaboratively to support student learning through integrated units of study, and inquiry based problem solving. Hutchinson celebrates a diverse student population, representing 28 world languages. Ethnic and cultural differences are shared and *appreciated*. Students learn the importance of contributing to the global community through participation in service-oriented activities with a focus on international mindedness.

PURPOSE

Lubbock ISD strives to ensure that every student achieves a minimum of one year's academic growth for every year in our district as reflected by value added data. Progress toward this goal is measured during the year through various assessments. The purpose of this document is to specify the types of assessments conducted and the methods of recording and reporting the results. This is a living document that serves to inform all stakeholders of our responsibilities; it will be updated as needed over time, based on updates in state and district regulations and best practices identified by the school or by the IB organization.

ASSESSMENT PHILOSOPHY

Teachers at Hutchinson Middle School believe that all students can be proficient or advanced on all student achievement measures. In an effort to “support the holistic nature of the programme by including in its model principles that take account of the development of the whole student,” the following philosophical agreements have been established as essential (MYP From Principles to Practice, p. 78):

- ∂ Assessment tasks are derived from the MYP unit planning process and appropriately align to the necessary MYP Subject Group Objectives and MYP essential components, including key concept, related concepts, global context, and approaches to learning.
- ∂ Assessment tasks are rigorous and provide students with an opportunity to achieve at the highest levels.
- ∂ Determination of a student's progress is based on the demonstration of learning at any given time.

- ∂ Assessment tasks remain transparent for students and include task specific clarifications.
- ∂ The assessment process will include opportunities for students to self-assess, reflect, advocate for additional time, and appeal when appropriate.

RECORDING OF ASSESSMENT

Hutchinson Middle School will record assessment data for all objective strands within each of the eight MYP subject groups. The following tools are used for students to document assessment data and “support and encourage student learning by providing feedback on the learning process” (MYP From Principals to Practice, p. 78).

| Forms of Recording Assessment Data | |
|--------------------------------------|--|
| Anecdotal Records | Brief written notes based on observations of students |
| Checklists | Lists of information, data, attributes or elements that are present in student’s work or performance |
| Rubrics | Teacher-created rubrics that assess concepts and knowledge (based on the criterion, achievement levels 0-8, and the level descriptors included in each subject guide) |
| Commentary | Written feedback that allows specific information in order to reflect and make improvements |
| Criterion-Related Scores | Criterion score assigned that represents a student’s achievement level regarding “factual, conceptual, procedural and metacognitive dimensions of knowledge” (MYP: From Principals into Practice, p. 80) |
| TEAMS Campus Gradebook Abbreviations | “M” = missing assignment “I” = incomplete “E” = exempt from assignment |

REPORTING OF ASSESSMENT

Throughout the Lubbock Independent School District, teachers use the TEAMS Gradebook system. The Lubbock ISD requires that grades are reported according to the following system:

| Reporting Aspect | Frequency | Format |
|------------------|--|---|
| Progress Reports | 6 times per year (1/2 way through each report card grading period) | Standard Scale A=90-100 B=80-89 C=75-79 D=70-74 F=69 and below No GPAs are calculated based on progress reports |
| Report Cards | At the end of each 6 weeks grading period | Standard Scale A=90-100 B=80-89 C=75-79 D=70-74 F=69 and below GPA Values (on-level classes/ Pre-AP classes): A=4/5 B=3/4 C=2/3 D=1/2 F=0/0 |
| Transcripts | Annually in June | At the end of the 1 st semester, grades from the 1 st , 2 nd , and 3 rd grading periods are averaged together with a weight of 30% each. Semester exams factor in with 10% of the value to generate a semester grade. The same process occurs at the end of the 2 nd semester for the grades from the 4 th , 5 th , and 6 th grading periods. For all non-credit courses, a final grade is then calculated by averaging the 2 semester grades. For the credit-based courses on the Hutchinson campus (Algebra Pre-AP and Spanish IA/IB), each semester grade is reflected on the transcript, along with the credit earned. |

As required by the IB, all subject groups will assess each MYP objective strand at least twice throughout the school year. In each year of implementation, our teachers will increase their use of the 0-8 format of grading. In 2015-2016, at least one MYP objective strand will be taught and graded in the 0-8 format at least twice during the school year, and the results will be reported in that manner to students. If teachers are comfortable, they may move as quickly as desired toward an end goal of evaluating every objective strand in this manner. For now, every other objective strand, assignment, and summative assessment will address the objectives and criterion required by the IB, but may be formatted and reported in one of the designs listed in the Recording Assessment chart on the previous page. For the purposes of report cards, the Lubbock Independent School District requires that students receive grades on a 0-100 traditional grading scale. This is the manner in which students will ultimately receive grades; however we will also evaluate assignments, formative assessments,

summative assessments, and mastery of approaches to learning on a 0-8 scale with increasing frequency during each year of implementation.

Teachers send frequent communication to parents regarding grades and progress. In addition, parents have 24 hour access to real-time gradebook updates from teachers. Parents can see the grade earned out of the amount of points possible, class averages, and missing assignments. Parents may also choose to receive email alerts when the student has earned a grade that is below a desired score; parents set the parameters of the alerts.

Teachers also communicate with parents by various methods. They have time scheduled within each day to send and return emails, phone calls, or to have conferences with parents. Interdisciplinary teams of teachers meet daily; one of the functions of this dedicated time is to hold meetings with their shared students and parents in an effort to promote high levels of achievement and progress. During this time, teachers communicate information regarding assignments and assessment data “to parents openly and transparently” often with student work samples (MYP: From Principles into Practice, p. 92).

TYPES OF ASSESSMENT

Hutchinson Middle School teachers recognize that assessment can be formative or summative and that each is an essential part in the student’s learning process.

| Formative Assessments | Summative Assessments |
|---|---|
| Purpose: Formative assessments are for learning - to “inform, enhance and improve the teaching process” (MYP: From Principals into Practice, p. 78) | Purpose: Summative assessments are a measurement of learning – to “provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments, promote the development of critical- and creative-thinking skills, reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts” (MYP: From Principals into Practice, p. 78). |
| Types of Formative Assessments | Types of Summative Assessments |
| Warm Ups/Bell Ringers Venn diagrams Teacher observations Kagan Cooperative Learning Structures Process journals Exit tickets | Selected response items District-generated assessments Written tasks Open-ended responses Presentations Performance tasks in real-life contexts |

| | |
|--|---|
| Marzano's strategies K/W/L charts T charts Other graphic organizers | Projects Marzano's strategies Menus Contests |
|--|---|

ASSESSMENT ALIGNMENT

In addition to the IB MYP Programme requirements, students in Years 1, 2, and 3 have multiple mandated assessment requirements:

| | Building | Local | State | National |
|--------------------|--|---|--|----------|
| Year 1 (6th Grade) | Achieve 3000 - computer based reading program with personalized progression of reading levels KHAN Academy - computer based math program for students in intervention Texas Middle School Fluency Assessment (TMSFA) to determine reading levels | Measures of Academic Progress (MAPS) testing for language arts and math District assessments at the end of each grading period | State of Texas Assessments of Academic Readiness (STAAR): Reading and Math | |
| Year 2 (7th Grade) | Achieve 3000 - computer based reading program with personalized progression of reading levels KHAN Academy - computer based math program for students in intervention Texas Middle School Fluency Assessment (TMSFA) to determine reading levels | Measures of Academic Progress (MAPS) testing for language arts and math District assessments at the end of each grading period | State of Texas Assessments of Academic Readiness (STAAR): Reading, Math, and Writing | |

| | | | | |
|--------------------|--|---|--|------|
| Year 3 (8th Grade) | Achieve 3000 - computer based reading program with personalized progression of reading levels KHAN Academy - computer based math program for students in intervention Texas Middle School Fluency Assessment (TMSFA) to determine reading levels | Measures of Academic Progress (MAPS) testing for language arts and math District assessments at the end of each grading period PSAT 8/9 College and Career Readiness Test | State of Texas Assessments of Academic Readiness (STAAR): Reading, Math, Science, and Social Studies | NAEP |
|--------------------|--|---|--|------|

ASSIGNMENT EXTENSIONS

The Hutchinson Middle School Teacher Handbook specifies that students may submit an assignment within 5 days of the due date for potential reduction in the credit earned (with each day that passes after the assigned date due). Specific conditions and consequences for submitting an assignment after the due date has been established by each department.

When students are absent, they have 1 day to complete their assessments for each day they were absent. In all cases, teachers comply with IEP, 504, and Student Support Team (SST) individualized plans for students who require additional time for the completion of assignments.

APPEALS RELATED TO ASSESSMENTS

A student may ask for a review of his results to determine if the assessment procedures comply with the assessment policy or if there is a procedural or computational error. Appeals relating to the appropriateness of the marks awarded for any assessment task should be directed first to the classroom teacher. If further resolution needs to occur, the student and parents should make an appeal to the school administration. A school administrator, along with the teacher and IB Coordinator, will review the assessment task and will have the right to speak in support of the appeal. The committee will deliberate, confer with the principal, and the administration will communicate the decision to the student and parents. Students are encouraged to document progress on each criterion over time and appeal grades when necessary.

MISSING WORK AND ASSIGNMENT CORRECTIONS

Submitting high quality work on time is the student’s responsibility. When this does not occur, Hutchinson Middle School teachers have systems in place to respond to problems and generate desired results. When a student fails to turn in an assignment, the teacher records an “M” for “missing” in the gradebook. This results in zero points being calculated into the

grade average by the TEAMS gradebook program. The teacher then refers the student to the ZAP (Zeros Aren't Permitted) program. The student receives notification of his assignment into ZAP for the following school day. The notification serves to provide 1 day's notice for parents so that transportation and arrangements may be made. This also allows the parent to become aware that an assignment was not submitted. The student has 2 choices: complete the required assignment prior to the next school day, or stay for the ZAP tutoring program the following day after school to complete the missing work. This program is not punitive in nature; its only goal is to generate the missing work.

If a student submits an assignment and receives a failing grade (below 70), he has the option of making corrections and resubmitting to earn a higher grade. The correction process and timeline is established by each subject group of teachers. Most departments allow students to raise grades to 70% of full credit. The mathematics teachers have a slightly different policy; they allow students to correct any assignment below an 80 and raise to 80% of full credit. This motivates math students to analyze and correct errors in conceptual understanding and in calculation.

COMMUNICATION AND REVIEW OF THE ASSESSMENT POLICY

All policies in relation to the implementation of the IB program are available on the school's website. Review and revisions of the Assessment Policy will take place annually with the CPOC (site-based management team), other lead teachers, the administrative team, and the MYP IB Coordinator each spring. This policy is a living document that may be updated due to changes in laws or school and district policies.

BIBLIOGRAPHY

Hutchinson Middle School Handbook. Grading policies.

International Baccalaureate Organization. MYP: From Principles into Practice. Cardiff: International Baccalaureate Programme, 2014.

Lubbock Independent School District website, Grading and Reporting Policy.

“Primary Years Programme, Middle Years Programme, and Diploma Programme: Learning diversity in the International Baccalaureate Programmes: Special Education needs within the International Baccalaureate Programmes. Cardiff, Wales: International Baccalaureate organization, 2010. Print.