



IB-MYP Assessment Policy

Assessment Beliefs and Values: MYP assessment practices at Cache La Poudre Middle School reflect the following beliefs about teaching and learning:

- a. Assessment is learner-centered:
 - Assessment practices take into account different learning styles, abilities and aptitudes.
 - Assessment provides an authentic opportunity for students to demonstrate what they know, understand, and can do.
 - Assessment practices recognize and account for cultural and linguistic diversity.
 - Assessment is designed to assist students' development of critical thinking and self-evaluation skills and provide them with opportunities to learn through inquiry.

- b. Assessment is a shared process:
 - Students are fully aware of how they will be assessed at all stages of the learning process.
 - Students are given opportunities to collaborate on and engage in both peer and self-assessment and are explicitly taught metacognitive strategies.
 - Assessment enables ongoing collaborative reflection between students and teachers recognizing that each plays a role in the learning process.
 - Assessment data is used as the foundation for staff development, Professional Learning Communities (PLC), and collaborative inquiry.

- c. Assessment provides meaningful feedback:
 - The assessment process provides students with accurate and prompt feedback about their current levels of achievement and what they need to do to improve.
 - Assessment is tied directly to both the MYP criteria for each subject area and the Colorado Model Content Standards.
 - Assessment provides teachers with information to reflect upon and drive instructional practices.

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Common Assessment Practices:

a. Planning for Assessment:

- Assessment is vertically and horizontally articulated throughout the programme to ensure age appropriateness and skill development. Assessment tasks progress in level of complexity in both content and thinking skills.
- Teachers plan assessment tasks collaboratively, both within and across subjects as needed.
- Assessment is aligned with the MYP criteria to ensure that the subject-specific content will enable students to achieve the required objectives in each subject group.
- Students will also participate in district and state assessments as applicable. EX: district content area tests, Measure of Academic Progress (MAPS)- district required, norm referenced and Colorado Measures of Academic Success (CMAS)- state required, standards based.

b. Assessment Strategies:

- Teachers use a variety of assessment strategies to allow students to demonstrate their learning.
- Formative assessments are used throughout the unit to determine need for acceleration and remediation.
- Summative assessments are given at the end of units to determine student mastery of content and IB skills and criteria.
- Assessment is grounded in real-world experiences and/or applications.
- Assessments are differentiated to meet the needs of all learners (i.e. SEN, MLE, GT, Section 504, IEP, etc.) and focuses on both the learning process and the final demonstration of learning by each student.

c. Analysis of Assessment:

- Assessment data is used for identifying and setting whole-school programme goals.
- Assessment data is used to set goals that address students' learning needs, plan curriculum and drive instruction which increases student engagement, student achievement and teacher efficacy.
- Assessment practices are regularly reviewed in terms of programme development.

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d. Feedback and reporting on assessment:

- Assessment is criterion-referenced in all MYP subjects. Students are provided with rubrics that define expectations and align with the appropriate criteria across all content areas.
- Students are assessed for each of the MYP criteria a minimum of twice over the course of the year in all subject areas.
- Students are informed about achievement in all the MYP criteria based on Year 1, 2 or 3 guidelines.
- For mixed grade classes students will be assessed:
 - 6th -> year 1 Criteria
 - 7th/8th -> year 3 Criteria
- For year-long core classes:
 - 6th -> year 1
 - 7th -> 1st semester, year 1 criteria and second semester year 3 criteria
 - 8th □ year 3 Criteria
- All 4 criteria will be equally weighted in the final course grade.
- Assessment is recorded using an electronic grade book program as determined by Poudre School District (PSD). The grade book is always accessible to parents and students online.

This policy is based on Poudre School District IB Middle Years Program Assessment Policy.