

***MAYNARD HOLBROOK JACKSON HIGH SCHOOL**

AND

MARTIN LUTHER KING, JR. MIDDLE SCHOOL

MYP ASSESSMENT POLICY

9/2016

Maynard Holbrook Jackson High School and Martin Luther King, Jr Middle School believe that assessment results provide valuable information to all stakeholders. Providing a balance of content knowledge along with critical, creative and transfer thinking skills prepare students with life-skills useful for higher education and the workplace. To this end, formative assessments using various approaches will be ongoing during a unit of study. Formative assessments will determine student readiness for summative assessments. Summative assessments will be determined at the establishment of each MYP subject area unit plan. Summative assessment results determine progress or re-teaching strategies and time tables.

Policies and Procedures

Policies and procedures for testing and security are outlined in the *Atlanta Public Schools Exam Security Policy and Procedures Plan "Test Security Plan"* (2010-2011). Several items of the plan were taken from the Georgia Department of Education Student Assessment Handbook (GaDOE SAH)(See attached).

Prior to assessments, both schools conduct and will continue to conduct Professional Learning (PL) on the policies and procedures regarding school-wide and district-wide assessment. *The Local Board Policy Manual, Section 5-Students and Instructional Programs, Title-Grading System-Grading Expectations* outline the following: Grading Practices, Grade Reporting, Students in Danger of Not Meeting Academic Expectations, Incompletes, Repeating Courses/Recovering Credit (High School Students Only), Grade Changes after Grades are Posted from Grade Book, Transferring Grades, along with delineation of letter grade to numerical grade averages are outlined. (See attached)

Reporting Student Progress

Both Maynard Holbrook Jackson High School and Martin Luther King, Jr Middle School deem immediate feedback as a vital component to increasing learning. According to Atlanta Public Schools district policy, all schools are mandated to issue Progress Reports/Deficiency Notices at each 4 ½ week interval.

According to Atlanta Public School's Board Policy, regular progress reports must be issued to parents of elementary school students and to middle and high school students by the progress report dates listed on the school calendar each grading period. For a student to receive a failing grade in a course, a progress report must have been issued by the notice date or as soon as the student's grade fell below a 75 after the notice date. A progress report is considered a notice of deficiency. For middle and high school students, teachers must contact parents to the best of their ability via telephone, mail and other means. In instances where students earned failing grades without appropriate teacher documentation of progress reports and parent contact, students have

one semester to complete make-up work to correct the failing grade. After one semester, student grade changes may not be made.

Assessment Alignment with MYP

Both schools will ensure that criterion-referenced rubrics evaluating strands of all four assessments in each subject group at least twice in each year of MYP take place. Rubrics that establish expected mastery of content will be provided to each student at the onset of a unit. Each subject group is responsible for using the prescribed assessment criteria. The MYP prescribed assessment criteria for each subject area are as follows:

<ul style="list-style-type: none"> • Arts (Curriculum Guide pp. 36-52) <ul style="list-style-type: none"> ○ Knowing and understanding ○ Developing skills ○ Thinking Creatively ○ Responding 	<ul style="list-style-type: none"> • Design (Curriculum Guide pp. 31-46) <ul style="list-style-type: none"> ○ Inquiring and analyzing ○ Developing ideas ○ Creating a solution ○ Evaluating 	<ul style="list-style-type: none"> • Individuals and Society (Curriculum Guide pp. 28-40) <ul style="list-style-type: none"> ○ Knowing and understanding ○ Investigating ○ Communicating ○ Thinking critically
<ul style="list-style-type: none"> • Interdisciplinary Unit (IB MYP Subject Brief p. 2) <ul style="list-style-type: none"> ○ Disciplinary grounding ○ Synthesizing ○ Communicating ○ Reflecting 	<ul style="list-style-type: none"> • Language Acquisition (Curriculum Guide pp. 48-92) <ul style="list-style-type: none"> ○ Comprehending spoken language ○ Comprehending written and visual text ○ Communicating in response to spoken, written and visual text ○ Using language in spoken and written form 	<ul style="list-style-type: none"> • Language and Literature (Curriculum Guide pp. 27-47) <ul style="list-style-type: none"> ○ Analysing ○ Organizing ○ Producing text ○ Using language
<ul style="list-style-type: none"> • Mathematics (Curriculum Guide pp. 36-50) <ul style="list-style-type: none"> ○ Knowing and understanding ○ Investigating patterns ○ Communicating ○ Applying mathematics in real-life context 	<ul style="list-style-type: none"> • Physical and Health Education (Curriculum Guide pp. 25-43) <ul style="list-style-type: none"> ○ Knowing and understanding ○ Planning for performance ○ Applying and performing ○ Reflecting and improving performance 	<ul style="list-style-type: none"> • Sciences (Curriculum Guide pp. 29-46) <ul style="list-style-type: none"> ○ Knowing and understanding ○ Inquiring and designing ○ Processing and evaluating ○ Reflecting on the impacts of science

(IB/MYP Curriculum Guides)

MYP RUBRIC SCORE	DESCRIPTOR (Attainment Grade Boundaries)	GRADE EQUIVALENCY
1	1-5	60-64
2	6-9	65-69
3	10-14	70-74
4	15-18	75-79
5	19-23	80-84
6	24-27	85-89
7-8	28-32	90-94/95-100

Grade	Boundary	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.

Notes: An attainment level of 4 means a student is "meeting the required standard"

Boundaries show the levels of criteria combined. Example given: If a student scores the highest level of all four criteria, a student will score $4 * 8 = 32$ points. A 32 will give an attainment grade of 8 based on boundaries above.

Qualitative Monitoring of Student Service Involvement

Community Service comprises one of the most important factors of student growth. Systems such as formerly used MyGivingPoint.org, ManageBac for IB/DP and IB/MYP and forms administered and monitored by the schools' counselors assist in managing community service hours for each student. Volunteer work is verified by the appropriate faculty member or nonprofit coordinator for approval and accreditation.

Assessment Data

Evaluation of Lexile levels, standardized test scores and other pertinent data are provided by the State Longitudinal Data System (SLDS). SLDS provides vital information for both teachers and students and assist in determining instruction for differentiation. The Computer Adaptive Assessment Series (CAAS) provide National Percentile Ranks (NPR) for students in reading and math. Scores from these assessments are used to determine reading and math placement. Reading Plus and ALEKS are programs for remediation based on assessment data from Milestones and CAAS. Provisions for time and reassessment are built into the school day for both programs.

Opportunities for Student Reflection

Opportunities for students to discuss and reflect on their classwork, tests/quizzes, class discussions and projects are important measures of formative assessments. Students have the opportunity to evaluate why they received their applicable scores and discuss with their instructors how future improvements may be obtained. Reflection on the learning can be documented through verbal interaction with teachers and through journaling.

MYP Community and Personal Projects

Culminating activities provide both teachers and students with an evaluative tool to adjust and increase pedagogy and understanding. Years 3 and 5 in MYP are summative years for MYP students to demonstrate how MYP pedagogy and Approaches to Learning Skills culminate to produce a palpable product that demonstrates Years 3 and 5 students' learning and life-skills. Provisions for school and community exhibition are taken into consideration through budgeting and scheduling. The parent-liaison provides outreach information to the immediate community on an ongoing basis. Information regarding exhibition of both Community Projects and Personal Projects will be handled through the parent-liaison office.

Summary

Assessment is a vital part of academic and pedagogical growth for both students and instructors. Incorporation of the assessment policies of both Atlanta Public Schools and International Baccalaureate/MYP assist in a constructing a well-rounded, totality of instruction aligned with whole child development