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**MYP Assessment Policy**

**2016-2017**

**Philosophy**

After much thought, experimentation and development we believe that assessment should very simply provide the opportunity for students to demonstrate what they know and what they can do.  We believe this opportunity should allow for student choice, reflect deep understanding and promote positive attitudes toward learning. We believe that assessment is a tool that informs instruction, supports the learning process and should assist students and teachers in reflection and planning.  Assessments help both the teacher and student to determine the current level of content knowledge and the development of skills through the Approaches to Learning and development of the IB Learner Profile.  Students should also be provided with the opportunity to transfer knowledge into unknown situations and apply or extend their learning in unique ways.

The development of our assessment policy and practice continues to evolve as our school grows.  Campus International started as a PYP and is adding the MYP as students enter the middle grades.  This allows us the opportunity to develop policy and practice according to student needs with a strong knowledge of past experiences. In developing this policy we took into account a number of factors and consulted a number of documents and resources.

We looked at the policies and practices of the Campus International PYP and worked to create continuity for both students and parents as they transition from one program to the next. Throughout the 2015-2016 school year, assessment has been at the forefront of all our professional development activities.  We began the year working as a staff on creating, developing and revising summative assessments, along with understanding and implementing the MYP criterion based model and continued this work throughout the school year with the help of a consultant.  This development was informed by MYP policies and practices.  As a school, we have always valued student voice, ownership and reflection in assessment and continue to make this a priority in the creation and explanation of assessments and assessment criteria.

**Principles and Purpose**

At Campus International School assessment:

* Is purposeful and meaningful and encourages growth
* Informs instruction and guides teaching and learning
* Is both formative and summative and is guided by student and teacher reflection
* Uses a criterion related approach provided by the MYP and made explicit and detailed by the teacher
* Provides feedback and data to all stakeholders to help guide instructional practices
* Enables teachers, students and parents to monitor student progress toward achievement of learning targets and acquisition of skills
* Is aligned to Common Core and Ohio State Standards and meets District mandates.
* Includes all state and district mandated assessments, including CAP, AIR and NWEA
* Is connected to the IB Learner Profile, Approaches to Learning, key and related concepts, and global contexts.

**Practice**

Assessments will guide classroom instruction and student learning through pre-assessments, formative assessments and summative assessments.   Formative and Summative assessments may be evaluated by the MYP criteria with teacher clarifications when necessary.

Pre–assessments will be used to guide teaching and learning, as they help inform the direction of our units and determine levels of prior knowledge.  Pre-assessments are also helpful in gauging student interest and often help to begin the inquiry process and build excitement.

Formative Assessments:

* Are a part of daily instruction
* Assist in differentiating and meeting student needs
* Involve students
* May be:  quizzes, teacher observations, responses to a prompt, student reflection, discussion, exit tickets
* Help teachers to guide instruction and allow students to reflect on their own learning and set goals

Summative assessments:

* Occur at the end of a unit to allow students an opportunity to demonstrate what they have learned and extend their knowledge
* May take a variety of forms and have the potential for student choice. May include papers, projects, tests and various forms of presentations;
* Are often developed to provide students with the opportunity to demonstrate transfer and use and apply their knowledge in a new and different way.
* Are graded with the criterion specific MYP rubrics that may be modified for specific tasks.
* May include student contributions to defining and developing the specifics of the MYP rubric

**MYP Assessment Tools and Feedback**

MYP Assessment criteria and rubrics specific to each subject area are used across all subject areas in the Campus International MYP to determine achievement levels and guide student growth. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area.  Feedback is provided on the rubric by informing students where criteria were met and offering suggestions for improvement in order to reach the next level of achievement.  The expectations at each level on the rubric are discussed prior to assessments and students may be asked to participate in the generation of task specific descriptors that make the criteria easier for students to understand.

Teachers work together in collaborative teams to ensure universal understanding and interpretation of the MYP criteria at each grade level and in each subject. Specific expectations   at levels 1, 3 and 5 are outlined by the IB and provide a continuum of development to guide teachers in planning and assessing.  Teachers at CIS work together to align coursework vertically and horizontally as they create MYP unit planners and design assessment tasks. Through thoughtful planning and discussion, they will develop task-specific descriptors for the MYP rubrics and have started the work of standardizing scoring practices. Final levels of achievement on the rubric is then decided by teachers using their professional judgment and training.

**Communication of Student Progress**

The communication of goals, achievements and outcomes to parents, students and all stakeholders is an important element of our assessment policy. As a candidate MYP school in the 2016-2017 school year, we will assess all criteria in each subject twice a year, in many cases this will occur more often.  These scores will be recorded and reported to parents in a uniform manner that helps both students and parents understand the MYP criterion and expectations. Parent IB classes and Open House will provide opportunities to educate parents on the MYP grading system.  As we grow and develop we intend to increase the frequency of the criterion based assessment in all subjects and grades.

During the 2016-2017 school year, achievement levels on MYP criterion will be gathered and common grade boundaries will be determined by teachers to be converted to letter grades as required by our current CMSD report card.  In some cases, assignments will be assessed using a point or percentage based system and these may be a factor in determining final grades. Growth throughout the three years of the program will be tracked through IB reports completed at the end of first and second semester.

Students will be an integral part of reporting growth through portfolios, self-assessment, reflection and student-led conferences.

**References**

Prairie Seeds Academy. (2016).  Assessment Policy. Retrieved from <http://ww2.psak12.org/wp-content/uploads/Prairie-Seeds-Academy-Assessment-Policy1.pdf>

Shaker Heights City School District.  Assessment Policy. Retrieved from <http://www.shaker.org/Downloads/MYP%20Assessment%20Policy%2015-16.pdf>