

MIDDLE YEARS PROGRAMME

Bloomfield Hills Schools



Bloomfield Hills High School
Bloomfield Hills Middle School
East Hills Middle School
West Hills Middle School

MYP Assessment Policy

Standard B1.5c:

- The school has developed and implements an assessment policy that is consistent with IB expectations.

Standard C4.1:

- Assessment at the school aligns with the requirements of the programme(s).

Standard C4.1a:

- The school uses the prescribed assessment criteria for each subject group in each year of the programme.

Standard C4.2:

- The school communicates its assessment philosophy, policy, and procedures to the school community.

Standard C4.3:

- The school uses a range of strategies and tools to assess student learning.

Standard C4.5:

- The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Standard C4.6:

- The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Standard C4.7:

- The school analyses assessment data to inform teaching and learning.

Standard C4.8:

- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Standard C4.9:

- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the...MYP personal project.

Philosophy

Assessments provide data and allow for analysis regarding student performance. They identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

Purpose of Assessment for Teachers:

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

Purpose of Assessment for Students:

- To provide consistent, timely feedback and opportunity for reflection
- To give a “time stamp” of what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

Purpose of Assessment for Parents:

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of curriculum

Principles of Assessment:

- Tasks will be designed to appeal to a variety of learning styles.
- Assessments will be differentiated to account for students’ diverse needs.
- Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning, and real-world contexts.
- Assessment tasks will include clear, consistent use of command terms.
- Students with identified learning needs will receive accommodations based on their learning plans.
- All work submitted for assessment must be the student’s own work.
- Students will receive timely and meaningful feedback on their performance on assessment tasks.
- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

Common Practices in Using MYP Criteria and Determining Achievement Levels

“The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.”¹

[MYP Criteria for All Subject Areas](#)

To determine a student’s achievement level, teachers use a criterion-related approach. This means that student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject area. It is not norm-referenced, where students are compared to each other; nor is it criterion-referenced, where students must master all strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement

¹ MYP From Principles Into Practice 2014

guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

Process for Standardization of Assessment Scoring

Grade-level and subject-area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among MYP teachers. The process of standardization is revisited by MYP Coordinators at least once per year.

Common Practices for Recording and Reporting

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed multiple times during the school year.
- Reported MYP scores are based on more than one assessment task.
- Teachers employing standards-based grading use MYP Criteria for all assessments during the year.
- Teachers use the Year I, III, or V rubric appropriate to students' year in the programme. Seventh-grade teachers use the Year III rubric consistently. Ninth-grade teachers use the Year V rubric consistently.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades; or determining MYP grades by combining homework, classwork, and test grades.
- Rubrics are designed by the IB and made task-specific by the teacher (possibly collaboratively with students) as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by instructor.

Types of Assessment

- Teachers assess all content areas (State of Michigan Grade Level Content Expectations and Michigan Merit Curriculum and the Common Core Standards at both the Middle and High School levels) through formative and summative assessments. In addition to quizzes and tests, other forms of assessment are utilized to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self assessment). Developmental Workbooks, Digital Portfolios, and Process Journals may also be used. All Sophomore students working toward a high-school diploma complete the Personal Project as a culminating experience.

Pre-Assessment

- Assists the teacher in planning learning activities for the unit
- Activates prior knowledge
- Accesses what students want to learn about

Formative Assessment

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods; however, it is not used to determine a final MYP score
- Involves students as they reflect on their own Approaches to Learning

Summative Assessment

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks to prepare for the assessment

District Common Assessments

- Language Acquisition Proficiency Exam: Spanish and French
- Middle School Subject Area Assessments
- Northwest Evaluation Association (NWEA) Language Usage, Reading, and Math tests
- High School End-of-Course Exams

Reporting to Parents

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Curriculum Night
- Communication of class-specific information: Moodle, Google Classroom, and/or Student Assignment Notebooks
- MiStar online grade book
- Teacher and/or Counselor e-mails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Report Cards (four at middle school and four at high school)
- MYP Reports of Progress (two at middle school and high school)
- School displays
- IEP: Individual Educational Plan for Special Education students

Grading Policy

Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year.

End-of-Semester MYP Reporting

A summative semester end score, given for each criterion within each subject area, reflects a student's level of demonstrated competence. Scores for each criterion are reported as whole numbers, using the 1-8 scale. Five-, six- and ten-week courses at the middle schools report on criteria that have been assessed by the culmination of the course, and MYP criteria scores may be communicated apart from the MYP report of progress.

Students who complete the requirements of the Middle Years Programme, including completion of the Personal Project, receive documentation on their high school transcript.

Combining Programme Assessment with State/National Requirements

State of Michigan Assessments

M-STEP: administered to all students statewide each Spring

Grade 6: English Language Arts and Mathematics

Grade 7: English Language Arts, Mathematics, and Science

Grade 8: English Language Arts, Mathematics, and Social Studies

MI Access: administered to select Special Education students as identified by their IEP's

WIDA ACCESS: (Assessing Comprehension and Communication in English State-to-State for English Language Learners) Annually assesses proficiency in reading, writing, listening, and speaking of all English Learners K-12.

W-APT: WIDA ACCESS Placement Test: given to any student, new to the district, as identified at enrollment as either speaking a language other than English or having a language other than English spoken in the home; assesses proficiency in reading, writing, listening, and speaking of English Learners K-12.

Educational Development Plan: all students assess interests, skills, and career paths (Grades 8-12)

MME- ACT Continuum tests which include the following: Eleventh-grade Work Keys, and the ACT. As of 2016, all Junior students will complete the SAT.

Communication Plan

The Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year.

Review of the Assessment Policy:

This will be reviewed and updated annually by the Bloomfield Hills High School, Bloomfield Hills Middle School, East Hills Middle School, and West Hills Middle School community.

- Written, December 2014 by Mary Honeyman, Dave Jenvey, Donna Michelz, Giorgia Anderson, Beth Mueller, Doug Thompson, and Jenelle Williams.
- Reviewed and Updated, January 2015
- Learning Services Reviewed, May 2015

Footnotes

[Bloomfield Hills Schools MYP Inclusion Policy](#)

[Bloomfield Hills Schools 10 Guiding Principles](#)

[Bloomfield Hills Schools Academic Honesty Policy](#)

[From Principles Into Practice 2014](#)