



2019 - 20

Merrill Middle School Assessment Policy

Philosophy

Merrill Middle School's assessment practices are in place to hold the learning community accountable to excellence both in and out of the classroom. We aim to provide learners with varied opportunities to demonstrate their knowledge and skills in meaningful and authentic ways. Achievement will be based on MYP standards for assessment in conjunction with the Des Moines Public schools Standards Referenced Grading system.

Purpose of Assessment

- To optimize learning so that learning occurs through the process and not just prior to an assessment
- To inform and guide instructional practices
- To evaluate our program of study and expectations for rigor
- To provide learners, parents and educators with meaningful, valid feedback about a student's progress and level of achievement

Assessment Practices

Formative assessments will be designed and used to inform instruction and provide information to teachers and students about each learner's level of proficiency. These assessments, which can be formal or informal, provide timely, detailed feedback for students and allow time for students to make self-adjustments.

Summative assessments, also referred to as culminating tasks, are assessments that are administered at the end of a unit of inquiry to measure students' proficiency of standards and subject-area objectives.

Assessment in the Middle Years Programme

The MYP encompasses eight subject areas, each with specific aims and objectives. The tables below represent criterion categories in which each student is assessed. *The objective strands under each criterion are assessed a minimum of two times each year.*

| Subject Criteria | Arts | Individuals & Societies | Language & Literature | Language Acquisition |
|------------------|---------------------------|---------------------------|-----------------------|--|
| Criterion A | Knowing and understanding | Knowing and understanding | Analysing | Comprehending Spoken & Visual Text |
| Criterion B | Developing Skills | Investigating | Organizing | Comprehending Written & Visual Text |
| Criterion C | Thinking Creatively | Communicating | Producing Text | Communicating in Response to Spoken, Written & Visual Text |
| Criterion D | Responding | Thinking Critically | Using Language | Using Language in Spoken and/or Written Form |

| Subject Criteria | Mathematics | Physical Education & Health | Sciences | Design |
|------------------|--|------------------------------------|--------------------------------------|-----------------------|
| Criterion A | Knowing & understanding | Knowing & Understanding | Knowing & Understanding | Inquiring & Analysing |
| Criterion B | Investigating patterns | Planning for Performance | Inquiring & Designing | Developing Ideas |
| Criterion C | Communicating | Applying & Performing | Processing & Evaluating | Creating the Solution |
| Criterion D | Applying Mathematics in Real-Life Contexts | Reflecting & Improving Performance | Reflecting on the Impacts of Science | Evaluating |

Reporting

Merrill will use a dual reporting system, following our Des Moines Public Schools SRG reporting guidelines as well as the MYP achievement levels for each content area.

Progress reporting opportunities:

- Student progress is kept up-to-date and accurate on our online grading platform, Infinite Campus, with a bi-weekly update expectation. This information is available at any time for students/parents to check progress.
- Communication/conference nights are scheduled during both first and second semester.
- Process journals available for a variety of courses (Arts, Community Project work).
- Use of email, phone calls or teacher meetings is ongoing and on an as-needed basis.
- Final MYP achievement levels and SRG scores reported at the end of the year.

Source:

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

Print.