



# *Wilbur & McMahon School International Baccalaureate Middle Years Programme*

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## **Assessment Policy**

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## Rationale

The purpose of this document is to present an understanding of all that encompasses assessment in MYP grades 6, 7, and 8 in the MYP at Wilbur McMahon School.

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## Philosophy of Assessment

At Wilbur McMahon School, we believe that all students can learn. In our Middle Years Programme, meaningful assessment of learning answers the questions: What do we want to learn? How will we know if we've learned? What will we do if we haven't learned yet?

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## Purpose of Assessment

- To support and encourage learning and progress
  - To provide feedback to students, parents and caretakers, and other stakeholders on student progress in learning and effectiveness of instruction
  - To promote critical and higher order thinking skills, deep and authentic understanding of content, inquiry into real-world contexts, and positive attitudes toward lifelong learning
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## Principles of Assessment

Wilbur McMahon Schools' Middle Years Programme (MYP) Assessments are designed to meet state education requirements by incorporating best practices and adhering to the Rhode Island Department of Education (RIDE) approved curriculum. These principles ensure that assessments are aligned with standards and criteria, providing a comprehensive and holistic approach to evaluating student learning. The assessment framework emphasizes formative and summative assessments, fostering critical thinking, problem-solving, and real-world application. This approach not only measures academic achievement but also supports the development of the whole child, preparing students for future academic and personal success.

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## Approaches to Assessment

- Teachers and learners use various forms of feedback to improve

- Assessment methods are varied to keep learners engaged, involved, and focused on learning outcomes and objectives
  - Assessment is designed in a way that is fair and inclusive for all learners
  - Teachers design assessments that can access learners' prior knowledge
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## Assessment Cycle

As we guide our students through the learning journey, the following phases of the assessment cycle are essential to our planning and practice.

- Planning and Teaching-how we integrate assessment into our long-term curriculum planning and daily instruction
  - Collecting Data-how we gather evidence of learning
  - Recording Data-how we document this evidence of learning
  - Analyzing and Evaluating Data-how we measure and analyze the evidence of learning based on assessment data
  - Reporting Data-how we provide feedback about student learning to parents and caretakers, teachers, and students
  - Reflection upon Data-how we adjust our teaching plans based on the information about student learning, reflection, and feedback, as well as our curriculum goals
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## What we Assess

The Rhode Island Department of Education requires assessment of the standards\* from the RIDE-approved curriculum. In conjunction, the MYP assessment requires teachers to assess the prescribed subject-group objectives\* using the assessment criteria\* for each subject group.

### Standards:

State specific requirements established by the Rhode Department of Education that outline the knowledge and skills students are expected to acquire at each grade level.

### Criteria:

MYP specific guidelines established by the International Baccalaureate Organization, detailing specific, measurable objectives\* for student performance in various subjects. They define clear, measurable goals that students should achieve.

### High quality assessments:

- Align with standards and criteria
  - Have clear criteria that are shared with students prior to assessment
  - Provide students with feedback about their learning and allow students to reflect on their learning journey
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## **How we Assess**

Teachers assess student knowledge using a range of assessment strategies. Assessments are both formative\* and summative\*, and must be authentic, engaging, and inclusive of the learner.

### Formative Assessment:

- Provides information that is being used to plan the next stage of instruction
- Is ongoing and used in the continuous planning of instruction
- Enables teachers to differentiate instruction for individual learners
- Guides grouping of students, pacing of instruction, and assigning classwork and homework
- Includes pre-assessments that take place at the beginning of the learning cycle to determine what students already know and inform the next stages of instruction

### Summative Assessment:

- Is the culmination of the teaching and learning process
  - Gives students the opportunity to demonstrate what they have learned
  - Provides teachers and students clear insight into students' understanding at the end of specified amount of time
  - Provides the students with an opportunity to use what they have learned and apply it in a new way
  - Enables the teacher to evaluate the effectiveness of completed instructional activities
  - Enables the school to analyze and reflect upon data to improve teaching and learning
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# MYP Assessment and Grading at Wilbur McMahon

Teachers assess student knowledge using **formative** and **summative** assessments. Formative assessment guides teacher instruction and gives students feedback on progress.

*Formative assessments are not directly calculated into the final achievement grade.*

Summative assessments are assigned as a way for students to demonstrate their knowledge and “show what they have learned” at the end of an instructional unit against the standards and criteria.

*A student's final grade is largely determined by their summative scores.*

## Summative Criteria

Each MYP subject area has four (4) specific grading criteria. Each grading criterion must be assessed at least twice per trimester.

## Assessment Strategies

**Conferring:** All students engage with teachers in one on one conversations about their learning, during which clear feedback is provided. Areas of success as well as areas in need of development should be discussed.

**Observations:** Observing aspects of student learning as spontaneous opportunities emerge (informal observation) or through the deliberate planning of an opportunity to observe specific learning outcomes (formal observation).

**Open-ended tasks:** These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer may be: verbal, written, performance-based, or digital.

**Performance tasks:** These are goal-directed tasks with established criteria to authenticate challenges and problems

**Portfolios/Process Journals:** These are collections of student work that are designed to demonstrate growth, higher-order thinking skills, creativity, reflection, and successes.

- Empower students to be active participants in their learning
- Enable students to reflect with teachers, parents, and peers
- Demonstrate progress and growth

- Identify strengths and areas of development
  - Enable students and teachers to set individual goals and establish teaching and learning plans
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## Assessment Tools:

The previously identified assessment strategies are put into practice and recorded throughout the school by using the following tools:

### Rubrics

Rubrics are established sets of criteria, as required by the IB, used for scoring or rating student work in all areas of the curriculum. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.

Students and teachers benefit from rubrics, as they provide:

- specific criteria for evaluating student performance and setting future goals for learning/instruction
- a tool for improving learning/instruction and ongoing reflection

**Checklists:** List of criteria against which students are assessed (e.g. information, data, attributes, or elements that should be present).

**Anecdotal Records:** Brief written notes based on observations of students. They should be completed on a regular basis, are systematic and organized.

**Benchmarks/exemplars:** Samples of student work that serve as concrete standards against which other samples are judged. Benchmarks/Exemplars are used in conjunction with rubrics.

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# Standardized Assessments at Wilbur McMahon Schools

## MYP

Wilbur McMahon School commits to using data from standardized assessments to inform student learning and program evaluation in conjunction with assessment conducted in school on a day-to-day basis throughout all grade levels. Standardized assessments used at Wilbur McMahon Schools are either externally scored by other testing organizations or internally scored using a standardized process. These assessments are planned in advance of each year and scheduled within the school calendar of events. The results of each assessment are analyzed by the school leadership, and reviewed in collaboration with pedagogical leadership and grade level teams/subject departments. As trends and patterns are identified, we acknowledge areas of growth and success of program and practice, as well as areas in need of development so that we may develop and implement an action plan related to how we can address these areas in need of development. The results of this analysis are shared with the school's faculty and the parent community, in addition to sharing individual student results with the families. The school leadership also works with individual teachers to analyze and interpret individual student data to further differentiate instruction.

### External Standardized Assessment

- Rhode Island Comprehensive Assessment System (RICAS) in grades 3-8 in
- English Language Arts and Mathematics
- Next Generation Science Standards (NGSS) in grade 5 and in grade 8

### Internal Standardized Assessment

i-Ready Diagnostic: An adaptive assessment designed to provide teachers with actionable insight into student needs in Mathematics and Reading

i-Ready Assessment: An assessment suite providing actionable data for Mathematics and Reading instruction

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## Reporting

Reporting on assessment is about communicating what students know, understand, and can do. It describes the progress in a student's learning and identifies areas of strengths as well as areas of growth and goals for the future learning process.





- At Wilbur McMahon School, effective MYP reporting will:
  - Involve students, families, and teachers as partners
  - Reflect the values and beliefs of the school community in a clear and transparent manner
  - Be evidence-based
  - Be comprehensive, equitable, and accurate
  - Inform teaching and learning
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## The Reporting Cycle

### Assessment Reporting

Summative assessments from the MYP are sent home in various forms, including report cards and progress reports, for parent/guardian review after the assessment data has been shared with the student.

### Parent/Guardian Teacher Conferences

Teacher conferences are held during the fall trimester. Additionally, teachers will communicate progress and or/ concerns with parents/guardians on a regular basis.

### Report Cards

In addition to sharing assessment data through conferences, work samples and standardized test scores, the school formally reports on student learning three times a year through narrative and standards based report cards. Narrative progress reports are distributed three times a year. The MYP Report Cards reference academic achievement, the development of the attributes of the Learner Profile, and Approaches to Learning for each student.

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## Sources

- IBO Programme Standards and Practices
- IBO Principles into Practice
- Provincetown IB Public Schools
- Rhode Island Department of Education