



Assessment Policy

Philosophy of Assessment¹:

Regular, ongoing assessment of student achievement is a necessary part of planning effective instruction. Students' potential for success is greatest when teachers, parents and students all have a clear understanding of what constitutes proficiency and how to reach that goal. The primary purposes of assessment at W.T. Eich Middle School include the following:

- Provide meaningful feedback to students and parents.
- Allow students to set goals for future learning.
- Allow teachers to adjust instructional practices through the use of data.
- Identify areas of growth and determine needs for differentiation of instruction.

Common Practices:

Common practices include assessments used by all teachers in a given subject area and grade level. W.T. Eich Middle School teachers will:

- Assess MYP units using MYP rubrics.
- Convert units of study over to MYP units.
- Add one Interdisciplinary MYP unit per year and assess using an MYP rubric.
- Align assessments with the Common Core State Standards.
- Provide students with assessment rubrics² when applicable.
- Design assessments to differentiate between skills and application.
- Offer students the opportunity to exceed proficiency of the standard.
- Analyze assessments to assign students to tutorials in the Wildcat Enrichment and Intervention (WE/I) program.
- Provide assessments that are ongoing and may include: elected response, open-ended tasks, compositions, performances, process journals, portfolios, observation, investigation, research, presentations (oral, written, graphic).
- Modify for students identified with special needs. (See Special Needs Policy.)

Academic Behavior & College Readiness / Formative³:

To help foster student attitudes toward assessment for learning, purposeful activities should be used to develop students' skills, knowledge, and understanding. Formative assessments actively involve students so they can set goals based on multiple forms of feedback.

Academic Content / Summative⁴:

Academic Content tasks are formal assessments that take place at the end of a unit of study to assess students' knowledge and understanding. When IB units are assessed, they refer to relevant MYP subject guide books and the MYP's Interim Objectives.

Specific for MYP Assessments:

W.T. Eich Middle School teachers will:

- Expect students to engage and explore in increasingly rigorous assessment tasks as they progress through their MYP course studies.
- Assess MYP units continuously; each criterion will be assessed at least twice each year per subject area using MYP rubrics.
- Determine the final level of achievement for each criterion using MYP rubrics.
- Provide Global Context⁵ for unit design that will influence unit assessments.

Recording and Reporting to Parents and Students:

W.T. Eich Middle School will:

- Link the school website to MYP grading rubrics.
- Provide students and parents with access to the online gradebook to monitor student progress.
- Notify students of their grade status every three weeks as part of the WE/I program.
- Convert summative assessments to percentages for gradebook purposes.
- Integrate MYP rubric grades into the district report card.

Definitions:

- ¹Assessment: A test or related activity used to determine a student's progress toward proficiency in a unit of study.
- ²Rubric: A description of the criteria to be used for scoring an assessment.
- ³Academic Behavior & College Readiness (formative): The part of the student's grade used to report practice, preparedness, collaboration, participation, and skills/interim assessments that mark a student's progress toward reaching proficiency in a unit of study.
- ⁴Academic Content (summative): The part of a student's grade used to report final assessments which determine a student's level of proficiency in a unit of study.
- ⁵Global Context: Common themes of global significance that create relevance, inspire exploration and invite reflection of global communities as well call for responses to real life issues and concerns.