

East Garner Magnet Middle Assessment Policy

IB Assessment Principles and Practices Overview:

- To support and encourage student learning by providing feedback of the learning process
- To inform, enhance and improve the teaching process by taking into account student learning styles, prior experience, current knowledge and interests
- To promote positive student attitudes toward learning
- To promote a deep understanding of subject content
- To determine the level of understanding and skills acquisition by using both summative and formative assessment practices
- To develop and promote higher order thinking skills
- To engage students in the real world through the Approaches to Learning module.
- To promote meaningful reporting to students, parents and guardians about student progress
- To create opportunities for students to reflect on their own learning
- MYP units in Years 1 - 3 (grades 6-8) are age appropriate and task specific
- Teachers in common teaching areas regularly engage in internal standardized assessments to ensure consistency and appropriate marks on assessment practice

Types of Assessment:

EGMMS scholars have multiple and varied opportunities to demonstrate what they know and are able to do. In our multiple measures approach to assessment, there is a balance between formative and summative assessment practices. Types of assessments include tests and quizzes, written responses, essays and reports, research reports, displayed work, performances (dramatic, musical, role play), portfolios, developmental workbooks, class discussion, projects and self-reflection, peer and self assessments. Feedback for scholars and teachers is shared to all stakeholders through rubrics, dialogue, written reflection, anecdotal records, and narratives in addition to numerical indications of mastery.

IB MYP Assessment:

The IB Middle Years Program is an educational framework built around eight core subjects based on inquiry with the focus on understanding content within students' approach to learning. Scholars engage in IB lessons, rich in inquiry that are taken from the IB Principles to Practice, and include:

- focused on developing conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

In an effort to ensure that all learning is relevant and rigorous, we will engage scholars in teaching that is:

- inquiry-based—provoking curiosity in order to structure and sustain exploration
- concept-driven—planning and teaching through concepts that are transferable to new contexts

- contextualized—reaching beyond the scope of individual subjects to establish relevance
- collaborative—promoting effective teamwork and purposeful/productive collaboration
- differentiated—providing access to learning for a diversity of learners
- informed by assessment—balancing assessment of, and for, learning.

The results of the MYP criterion are reported out through *Powerschool*, the North Carolina Grading system, as a means of communicating to families their scholar's progress within the IB paradigm. These reports are not associated with grades, and are not weighed with other grades required by the state mandates. The most important aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and provide timely feedback to students on their performance. MYP assessment seeks to identify what students know, understand, can do and feel at different stages in the learning process and to provide a basis for practice.

Teachers and scholars actively engage in writing assessment criteria that is challenging, engaging, and age appropriate.

Assessment plays a significant role in the development of approaches to learning. Subject assessments encourage scholars to sharpen their research skills, become more organized, work more effectively in groups, and develop critical problem solving skills. Unit Task assessments help to measure progress aligned to successfully meeting North Carolina's End of Grade Standardized Assessment, IB/MYP Approaches to Learning, and each subject area's learning criteria. Assessment Rubrics contain matrixes for measuring student performance.

The **assessment criteria** for each of the eight disciplines, are all derived from four core components, scored on an eight point scale:

- **Knowledge:** Facts that the student should be able to recall to ensure competence in the subject
- **Understanding:** How the student will be able to interpret, apply or predict aspects of the subject
- **Skills:** Shown through tasks that allow the student to apply what has been learned to a new situation
- **Attitudes:** Ways in which the student is changed by the learning experience

Standardized Assessments:

EOG Assessment: The North Carolina End-of-Grade Assessments are administered in May of each school year to all students Years 1 - 3 (grades 6-8). These tests seek to assess proficiency in Reading and Math based on NCDPI established standards.

In Year 3, students also take a Science End-of-Grade assessment.

Extend edition of these tests are given to Inclusion students in Years 1-3. In Year 3, Science Extend edition is provided for all Inclusion students.

ACCESS Testing: Administered to ELL scholars; Levels of Reading and language acquisition are identified.

I-Ready: Diagnostic tests given three times a year to assess current proficiency and direct ongoing instruction.

Year 2 (7th Grade) Performance Task: District assessment that is given to Year 2 scholars. Scholars are assessed on their abilities to think critically, solve problems, and communicate clearly. This task is used to evaluate scholars to prepare them to be effective communicators and critical thinkers.