

Ridgeview Charter Middle School Assessment Policy

The emphasis of the IB mission and philosophy at Ridgeview champions multiple research-based methods of assessment. Our pedagogy depends upon the values of IB, as well as recent research in education.

Our assessments policy demands that assessments be:

- criterion-related and standards-based: utilizing IB aims and objectives and Common Core standards, as well as Fulton County assessment criteria for certain subjects, including sciences and language acquisition
- varied: research shows that assessments that allow students multiple and varied means to demonstrate mastery will help them learn and evaluate their learning
- timely: assessments occur often, and feedback is timely. Students learn best when evaluated often, and the data taken from assessments are used to inform instruction, monitor progress, and enhance learning
- real-world: assessments are based on standards set forth by state and local governing bodies and follow IB objectives to create real-world connections and interdisciplinary learning. The real-world connection promotes depth of knowledge and supports inquiry-based learning methods

Assessments should also include:

- depth of knowledge: assessments value higher order thinking and allow students to reach the depth of understanding according to their prior knowledge, skills, and abilities
- emphasis on a global connection: teachers place an emphasis on international mindedness and a global focus within the curriculum, and assess students through that lens by allowing students choice
- emphasis on the whole student: differentiation is valued, and assessments are given through a variety of strategies, differentiating in ability, knowledge, choice/preference, and learning style

Balance of Assessment: Student workload should be considered when developing assessments and assessment calendars. Teacher teams work together to determine appropriate timelines and deadlines for assessment.

Middle Years Programme (MYP)

MYP Assessment: Students receive a Middle Years Programme report card. MYP achievement is reported each semester and is attached to the Fulton County semester report card. MYP marks indicate your child's performance on IB objectives in each of the eight MYP subject areas when compared to the International Baccalaureate Middle Years Program Descriptors.

Teachers assess throughout each semester using major, minor, and practice assessments. At the end of each marking period, students are assessed against MYP criteria for performance. The mark given will not necessarily correlate to the grade given on the Fulton County semester report card.

MYP Subject Area Criteria:

Language & Literature	A. Analyzing B. Organizing C. Producing language D. Using language
Mathematics	A. Knowing and understanding B. Investigating patterns C. Communicating D. Applying mathematics in real world contexts
Language Acquisition	A. Listening B. Reading C. Speaking D. Writing
Health & Physical Education	A. Use of Knowledge B. Planning through inquiry C. Applying and performing D. Reflecting and improving performance

Individuals & Societies (Social Studies)	<ul style="list-style-type: none"> A. Knowing and understanding B. Investigating C. Communicating D. Thinking Critically
Arts	<ul style="list-style-type: none"> A. Using Knowledge B. Planning through inquiry C. Applying and performing D. Reflecting and demonstrating
Sciences	<ul style="list-style-type: none"> A. Using knowledge B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science MYP
Design	<ul style="list-style-type: none"> A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating
Interdisciplinary	<ul style="list-style-type: none"> A. Evaluating B. Synthesizing C. Reflecting

Purposes of Assessment

Assessments are designed to be both formative and summative. Teachers are expected to provide feedback through a variety of formative and summative learning experiences. Teachers use these assessments to gather data on student progress and to inform future instruction. Professional learning communities collaborate on standardization of common assessments to ensure consistency in marking.

Assessment Environment

- Appropriate testing environments must be provided for all students.

- Expectations for appropriate behavior and acceptable activity must be communicated prior to assessment.
- Arrangements must be made for students requiring special testing accommodations.

Grade Reporting

Course grades are published and distributed to students and parents through Infinite Campus. In accordance with district requirements, these grades are on a 100-point scale, reflecting a cumulative average of a student's performance. Weeks 4.5, 9 and 12 of each semester are progress reporting periods. In addition to the traditional Fulton Report Card issued after 18 weeks, students receive a separate IB MYP progress report which indicates progress toward IB subject-specific achievement objectives.