

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. PLCs 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 achievement points and MYP marks indicate your child's performance in each of the eight MYP subject areas when compared to the International Baccalaureate Middle Years Program Summative Descriptors. Academic

Achievement is graded on a scale of 1-7.

Teachers assess throughout each semester using formative and summative 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. Comprehending spoken & visual text B. Comprehending written & visual text C. Communicating D. Using Language
Health & Physical Education	A. Use of Knowledge B. Planning through inquiry C. Applying and performing D. Reflecting and improving performance
Individuals & Societies (Social Studies)	A. Knowing and understanding B. Investigating C. Communicating D. Thinking Critically
Arts	A. Using Knowledge B. Planning through inquiry C. Applying and performing D. Reflecting and demonstrating
Sciences	A. Using knowledge B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science MYP
Design	A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating

Interdisciplinary

- A. Disciplinary Grounding
- B. Synthesizing
- C. Communicating
- D. Reflecting

A student’s performance on the individual subject area assessment criteria throughout the marking period will translate to the 1-7 holistic scale on the MYP progress report for that subject area. Below is an example of how MYP achievement levels are converted to MYP final grades in each subject area.

An Example from Mathematics

MYP Assessment

MYP Criteria for Mathematics	MYP Achievement Points							
	1	2	3	4	5	6	7	8
A. Knowledge and Understanding				4				
B. Investigating Patterns					5			
C. Communicating				4				
D. Applying Mathematics					5			

$4 + 4 + 5 + 5 = 18$ Achievement Points

Calculating MYP Summative Marks

MYP Final Grade	Boundaries for Achievement
1	1 to 5
2	6 to 9
3	10 to 14
MYP Final Grade in Subject Area: 4	15 to 18
5	19 to 23
6	24 to 27
7	28 to 32

IB MYP general levels of achievement

MYP Final Grade: Descriptors

Level 7: Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Level 6: Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.

Level 5: Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

Level 4: Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

Level 3: Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

Level 2: Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

Level 1: Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Note: MYP Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

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 every 6 weeks. 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. Week 18 reports the final semester marks. Semester reports include additional marks indicating progress for subject-specific achievement objectives.

Grades for individual assessments are also available throughout the year to both students and parents via Infinite Campus. Teachers are required to post grades at least biweekly.