



## **Goodrell Assessment Policy**



### **Goodrell Middle School MYP Vision**

Educating the whole child, every way, every day.

### **Goodrell Middle School MYP Mission**

We strive to empower our community to take pride in Goodrell by showing resiliency, flexibility, and open-mindedness.

We exist to prepare our students to be globally aware, informed, and inspired members of our community.

We accomplish this by building relationships and providing engaging opportunities for all community members.

### **Purpose**

The Assessment Policy is a working document developed by Goodrell Middle School staff. Consistent with the standards and practices of International Baccalaureate Middle Years Programme (IB MYP), Iowa Core, and Des Moines Public Schools, this document provides an overview of Goodrell's beliefs and practices regarding the purpose and use of assessment. The goal is to make assessment practices and guidelines clear to students, parents/guardians, and staff.

### **Rationale**

The International Baccalaureate Organization recognizes four main criteria in each academic area when providing students with progress monitoring information. The assessments that match IB criteria assess what a learner understands and can do. These grades directly relate to skills, concepts, and content of the subject area. Assessment is integral to the teaching and learning process and students are asked to apply critical and creative thinking skills to authentic tasks. Teachers assess students using a variety of tasks in an on-going manner. Feedback to students is intended to be timely and inform students on how to improve their performance on tests and assignments. Teachers will post grades based on district/building policies.

### **Formative Assessments**

Formative assessments, or *assessments for learning*, are used throughout the unit to guide instruction and provide detailed feedback. Teachers gain a better understanding of their students' needs and development, including students' misinterpretations, or provide further experiences to extend learning. Through this feedback teachers will be able to guide instruction and develop skills to help students achieve the learning goal(s). The feedback is imperative in modifying the goals that students set for themselves. Formative assessments are a combination of common (given to every student in the grade) and classroom (may be unique to an individual classroom). Examples of formative assessment at Goodrell include, but are not limited to: observations, classroom experiences, collaboration activities, anecdotal notes, exit slips, quizzes, writing samples, journaling, reflections, discussions, skill practice, fluency checks, and debates. Students are assessed continually in the MYP so teachers will be in a position to determine a level of achievement supported with evidence.

### **Summative Assessments**

The purposes of summative assessments, or *assessments of learning*, are to support learning and contribute to the determination of an achievement level. This occurs most naturally toward the end of a learning period such as the end of a MYP unit of study, a semester, or a school year. Summative assessments are used to measure student understanding of the specific aims and objectives for each course. Tests, group and individual projects, presentations, demonstration, performances, essays, and reflections are all examples of possible summative assessments used at Goodrell.

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*Policy Review/Revision: March 2019*

## **Grading Practices**

Goodrell Middle School uses Standards Referenced Grading, a system in which student progress and grades are based on a student's ability to demonstrate understanding of grade-level standards. Throughout a unit, students provide evidence of learning and are given feedback using the following designations:

- Not Met (NM)- student did not provide evidence
- Progressing Toward the Target (PT)- student evidence has elements of the goal but is missing components
- At Target (AT)- student evidence demonstrates learning of the goal
- Exceeding Target (ET)- student evidence demonstrates learning beyond the cognitive level of the goal

Each evidence piece above is considered when determining student final topic score for a standard. Final topic scores are determined using the following 4-point scale:

- 0- no evidence
- 1- majority of necessary components missing
- 2- some elements present, some missing
- 3- At Target
- 4- Exceeding Target

Students also earn scores based on IB Criterion. Each subject area has four criteria with multiple strands in each. Each criterion strand will be assessed at least twice throughout the year and this is used to assign a final score the end of the year. Scores are determined using an 8-point scale, with eight being the highest level of achievement.

In addition, students earn scores in the areas of instruction, work completion, interactions with adults, and interactions with peers separately utilizing the "IB Citizen and Employability Skills Rubric" (IB CER). This rubric utilizes the IB Learner Profile Attitudes and criteria created by Des Moines Public Schools. The separation of academics and behaviors will increase the accuracy of grades and allow teachers to better communicate areas of strengths and concerns. Student performance on this rubric will be reported by individual teachers during reporting periods. These skills will not be calculated as part of the student's overall GPA. Teachers will collect evidence generated by students but will not need to document in the gradebook. The following link displays our IB CER: <https://goodrell.dmschools.org/wp-content/uploads/sites/5/2019/03/IB-MYP-CER-English.pdf>

## **Multiple Opportunities for Success**

At Goodrell Middle School students are given multiple opportunities to demonstrate proficiency of content knowledge. It is our aim that all students achieve a 3 (AT) or higher, as defined by the SRG grading scales and a 7-8 as defined by the IB criterion. If a student has not reached proficiency, they are encouraged to take steps to master the material and complete a retake assessment with that content teacher. Retake opportunities are not limited to written tasks and may be different than the original assessment. Students will be given until the end of the semester to submit new attempts at proficiency. The highest level of learning will be designated to the student as their Topic Score.

### **Goodrell Pride**

What we say and how we say it | What we do and how we do it | For the betterment of our community

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