

2016- 2017

VMMS Assessment Policy

Content

Philosophy of Assessment.....	pg. 1
Goals of Assessment.....	pg. 2
Assessment Practices	pg. 3 - 4
Formative Assessment	pg. 5
Summative Assessment	pg. 6 - 9
Local Assessment Requirements	pg. 10



Philosophy of Assessment



Our mission at Vista Magnet Middle School states:

“Students will be literate, reflective and critical thinkers in all Global Contexts, who transfer knowledge and embrace diversity within a global society. Multiple opportunities for success through the implementation of an IB MYP aligned curriculum and utilizing differentiated instruction, technology, assessment and analysis of data will support academic achievement in a safe learning environment.”

Assessment plays a crucial role in best supporting the learning and growth of our students. Our general assessment philosophy at VMMS recognizes:

- Assessment is fundamental for instructional planning.
- Assessment practices are available to all members of the community.
- Students engage in both peer and self-assessment.
- Students reflect on their own learning and evaluate their progress.
- Teachers provide students with various forms of feedback for growth and future learning.
- Students are given opportunities to improve assessment scores.

Goals of Assessment



The aims of assessment at Vista Magnet include:

- Assessment informs instructional planning and practices.
- Assessment determines degree of understanding, using both formative and summative measures.
- Assessment targets the IBMYP strands for each year of the programme.
- Assessment targets Common Core Standards and Next Generation Science Standards for corresponding grade levels.

Assessment Practices



Aligning with the IB programme guidelines, the following assessment practices are in place at Vista Magnet:

- Teachers organize assessment and reporting procedures according to the objectives of the programme.
- Teachers utilize the subject guides to make professional assessment decisions based on the required MYP assessment criteria.
- Authentic assessment is used in tandem with other forms of assessment, such as standardized tests and tests to determine basic skill level and progress toward proficiency.
- Assessment is monitored for growth and additional opportunities to learn as needed.
- Rubrics, reflections, process journals, and portfolios are used to document student performance.
- Student achievement on MYP criteria will be reported to parents each year through parent-teacher conferences, student-led conferences, Village Meetings, Parent Portal, and rubrics sent home for review.
- In order to increase the reliability of teacher judgements in scoring student work, a process of internal standardization takes place before final achievement levels are determined. This process involves teachers in the same grade level subject group coming together to establish consensus on how achievement levels are applied to student work.

- Teachers incorporate various forms of assessment based on the learning objectives for each subject area. (The MYP assessment criteria for each subject group is displayed below).

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Source: MYP: From principles into practice, 2014, page 80

Formative Assessment



Formative assessment is an ongoing process that is used during teaching and learning to inform teachers and students about the development of student learning. A variety of methods are used in order to guide students and teachers in assessing current understanding and planning for future learning. The formative assessment process includes:

- Collecting evidence of student understanding and thinking
- Providing teacher and student feedback for growth
- Planning reflection opportunities
- Identifying and sharing exemplary student work
- Assisting students in evaluating their work against rubric descriptors

Summative Assessment



Determining Achievement Levels

Following a unit of study, teachers will make judgements on their students' achievement levels in each of the subject-group criterion. These achievement levels are determined by gather sufficient evidence of achievement from a variety of learning experiences and assessments, including essays, performance assessments, compositions, investigations, performances, presentations, process journals/composition books, and product creation. Teachers will use their professional judgement to determine the descriptor(s) that best align(s) with student performance. Teachers will use rubrics to share student achievement levels, and students are encouraged to use our school-wide Student IB Tracker to record their progress in each criterion.

Student IB Tracker

Every students has an IB Tracker they maintain in their binder to chart their progress for each subject-group criterion. Please see next page:

VMMS Student IB Tracker 2016-2017

	A Knowing & Understanding				B Investigating Patterns				C Communicating				D Applying Mathematics in Real-Life Context			
Math				Pattern				Pattern				Pattern				Pattern

	A Knowing & Understanding				B Inquiring & Designing				C Processing & Evaluating				D Reflecting on the Impacts of Science			
Sciences				Pattern				Pattern				Pattern				Pattern

	A Analyzing				B Organizing				C Producing Text				D Using Language			
Language & Literature				Pattern				Pattern				Pattern				Pattern

	A Knowing & Understanding				B Investigating				C Communicating				D Thinking Critically			
Individuals & Societies				Pattern				Pattern				Pattern				Pattern

	A Knowing & Understanding				B Developing Skills				C Thinking Creatively				D Responding			
Arts				Pattern				Pattern				Pattern				Pattern

	A Knowing & Understanding				B Planning for Performance				C Applying & Performing				D Reflecting & Improving Performance			
PE				Pattern				Pattern				Pattern				Pattern

	A Comprehending Spoken & Visual Text				B Comprehending Written & Visual Text				C Communicating				D Using Language			
Language Acquisition				Pattern				Pattern				Pattern				Pattern

	A Inquiring & Analyzing				B Developing Ideas				C Creating the Solution				D Evaluating			
Design				Pattern				Pattern				Pattern				Pattern

Portfolios

Students will develop portfolios to document their growth as a learner through the MYP programme. Portfolios will be developed using Google Sites in combination with other technologies. Students and teachers will choose pieces of work that demonstrate the levels of knowledge and understanding, skills development, and interests of each student. Additionally, students will include feedback and reflections on the student work included in their portfolio. Portfolio development will occur on an ongoing basis, and will be formally shared through student-led conferences.

Reporting Student Achievement

Overall student achievement in each subject group will be shared with parents twice a year. Presently these reports of overall IB achievement will be in addition to letter grade reports required by Vista Unified School District. Students and parents are encouraged to focus on achievement level descriptors and teacher feedback to promote student growth and next steps. Final achievement levels are determined using the MYP 1-7 scale included on the next page:

Grade	Boundary guidelines	Descriptor
1	1–5	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.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

Source: MYP: From principles into practice, 2014, page 93

Local Assessment Requirements



As determined by the Vista Unified School District, in addition to IB achievement reporting, students will receive letter grades in the format of a report card twice a year, and a Progress report twice a year. Additionally, students will complete district-wide assessments in Mathematics, Reading, English, Phonics, and English Language Development throughout the school year as relevant.

[Secondary Assessments Calendar 2016-2017](#)

Additionally, at the end of each school year students will be assessed through the state testing of the Smarter Balanced Assessment Consortium (SBAC). This state test uses adaptive online exams aligned to the Common Core State Standards in Mathematics and Language Arts.