



Roberto Clemente Middle School

Assessment Policy



The staff and students at Roberto Clemente Middle School recognize the value of assessments as an essential tool for both teachers and students. Teachers use assessments to drive their planning and instruction. Students use assessments as a tool to identify academic progress and to reflect on academic needs. Through an effective assessment and reflection cycle, students practice and improve their ATL skills. Through effective teacher feedback related to assessments, students identify skill needs and may develop a plan for growth through inquiry and action.

Definition of Assessments - Formative and Summative:

A variety of assessments will be administered to evaluate student needs, growth and achievement. 90% of a student's grade evaluates learning and academic achievement. At RCMS, we cultivate the genius in ourselves and others by providing assessment opportunities that are varied and include student voice. Assessments include, but are not limited to, tests, quizzes and projects. Many assessment opportunities are open for reassessment and retroactive grading in order to honor the individual timeline and unique genius of all of our students.

Formative assessments are administered throughout a unit of study. Formative assessments relate to the unit objectives and are used to measure student growth and needs. Staff use formative assessment data to adjust instruction and determine student/class needs. Students use formative assessment data to identify personal academic successes and needs and set goals. Families can use formative assessments to engage in conversations with teachers and monitor progress with concept attainment.

Summative assessment data is used to identify mastery of subject criterion. Summative assessments are usually administered at the end of a unit, quarter or semester.

Rights and Responsibilities of the RCMS Community (include, but are not limited to):

- a criterion for success provided for assessments
- authentic learning opportunities
- access to a variety of assessment models to meet the differentiated needs of students
- feedback to be provided and applied to improve performance
- opportunities for reflecting on performance and reassessment
- self-advocacy for learning and achievement
- open communication between all members to ask questions and share concerns
- assessments that connect MCPS learning objectives with MYP criterion
- identification of academic achievement and needs through assessment data



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Reporting Practices for Roberto Clemente Middle School:

Teachers will report grades using the MCPS grading and reporting system and procedures. Assessment data and evidence of learning will be shared with students and parents through parent conferences, Synergy, interims, completed rubrics (MYP and otherwise) and student work sent home.

When MYP units are assessed, staff will use the identified MYP criterion to communicate student performance. The tables below indicate some examples of the conversion between MYP criterion scores levels (0-8) and points earned for a particular assessment, which are reflected in the traditional gradebook.

The IB criterion scores will be shared with students and staff through completed MYP rubrics. IB criterion scores, as indicated on the rubrics, will not currently be included in the MCPS report cards or interims. At the end of each semester, a MYP Progress Report will be made available to students and parents through the online grading portal, Synergy. This report will display an overview of MYP achievement levels and descriptors in all subject areas.

10 Point Assignment	
MYP Achievement Levels	MCPS Grades/Points
8	10
7	9
6 - 5	8
4 - 3	7
2	6
1	5

30 Point Assignment	
MYP Achievement Levels	MCPS Grades/Points
8	30
7	27
6 - 5	26 - 24
4 - 3	23 - 21
2	19 - 18
1	15

Examples of conversions between MYP Achievement Levels and MCPS Points