

Assessment Policy

Silver Spring International Middle School
"Empowering the Leader in each Learner"

The Silver Spring International Middle School inspires and empowers internationally minded lifelong learners by acknowledging our common humanity, as students become leaders in the global society. We believe that all students want to experience learning that is authentic, relevant, engaging and challenging. As an IB school, we believe that assessment is an ongoing process that is integral to teaching and learning, promotes lifelong learning, is transparent, allows for a variety of ways to show learning, and lends itself to the type of data analysis that drives instruction. As IB educators, we believe that our assessments must reflect the approaches to learning skills applied in the taught curriculum. We encourage our students to use assessments to identify academic progress and reflect on learning needs as a result of constructive feedback from teachers.

The Role of Formative and Summative Assessments in an MYP unit of study

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 determine student needs and if necessary, alter instruction. Students use formative assessment data to reflect on skills, content, and concepts learned and determine next steps. Summative assessment data is used to identify student achievement level based on the task-specific rubrics. The rubrics are used as a basis to provide on-going feedback to students. The rubrics are used to communicate student performance.

At Silver Spring International Middle School our assessments served to provide students with meaningful feedback over time and create authentic learning experiences.

Goal: To provide students with meaningful feedback over time regarding their progress against MYP criteria.

Teachers will:

- Provide a variety of assignments across all criteria in all content areas.
- Implement a variety of assessment strategies to meet the differentiated needs of students.
- Provide on-going continuity to monitor skill development over the year (when appropriate).
- Implement the Backward Design model of planning beginning with the criteria in mind.
- Communicate assessment criteria to parents and students at the onset of assignments.
- Communicate assessment criteria to parents and students twice per year through the MYP Progress Report.
- Engage in range finding within departments when rubrics are used to score student work.

Students will:

- Reflect and act upon feedback provided by teachers to make progress toward mastery
- Use MYP rubrics to monitor their own progress against criteria.
- Over time, identify areas of strength and opportunities for growth.

Goal: To support teachers as they develop their capacity to create authentic assessments.

Teachers will:

- Use the GRASPS Model (Goal, role, audience, situation, product and standards) to create authentic assessments.
- Develop authentic assessments during designated cohort planning time.
- Create interdisciplinary Unit Plans to promote conceptual understanding and provide opportunities to transfer knowledge.
- Create rigorous tasks for students and scaffold to meet a variety of student needs.
- Focus on individual strands from criteria to find alignment between MYP criteria and MCPS curriculum.
- Use MCPS Common Tasks to align assessments to MYP criteria.
- Begin planning process with MYP criteria and use the strands to create student centered, real world tasks.
- Reflect on inquiry learning experiences before, during and after the Unit of Study in the “Reflection” section on the Unit Planner.

Students will:

- Experience student centered learning through authentic tasks.
- Construct their own understanding of key concepts through a variety of assessments and learning experiences.
- Develop a deeper understanding of the MYP criteria through purposeful reflection.

Teachers will provide students and parents with regular feedback throughout the year through quarterly report cards, Interims, MCPS grading portal, parent/student conferences and MYP Progress report which includes student performance on MYP assessments.