



Assessment Policy

Philosophy and Rationale:

The mission of Sinagua Middle School (SMS) is to develop inquiring, knowledgeable, balanced, and caring students. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts in order to become problem solvers, critical thinkers, and culturally minded citizens. Quality assessment plays a critical role in developing these skills.

Assessment is not only used to evaluate a student's understanding and progress but to drive instruction and give guidance to students so they may achieve their potential. Sinagua teachers use frequent and varied strategies to monitor each learner's individual academic progress and inform instruction. Teachers use assessment data to give meaningful feedback which allows students to develop a deeper understanding through reflection. Here at Sinagua, we believe all students can learn and we are committed to providing meaningful and authentic opportunities for them to show their learning.

Assessment in the MYP aims to: (*From Principles to Practice 2017*)

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide the opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills, and understanding being assessed

- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).
- be appropriate to the age group and reflect the development of the students within the subject

Flagstaff Unified School District (FUSD) Grading / Assessment Policy

- A District-developed grading system will be utilized.
- Teachers will keep a careful record of the grades assigned to students.
- Written reports to the families concerning student achievement will be made every nine (9) weeks by the teacher, and additional written reports will be made when necessary.
- Teachers will confer with parents when necessary concerning the academic progress and discipline of students.
- Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

Responsibilities of Stakeholders:

- **Responsibilities of the teacher:** Sinagua teachers will collaborate to create meaningful and appropriate assessments that will help students increase their abilities and skills. We will provide thoughtful and constructive feedback to students to guide them in learning how to reflect and revise their work. Students will always have quality instruction and learning before being assessed and enough time to complete any assessment. We are committed to reporting grades in a timely manner to Synergy and to communicating frequently with students and families regarding student progress.
- **Responsibilities of the student:** Students are expected to actively engage in all learning activities, complete work in a timely manner, and meet important deadlines. This includes individual work, group collaboration, self-reflection, peer and self-assessment, and assignment revision. They will need to be risk-takers when met with an unfamiliar challenge during group work or solving real-world problems. They are to be open-minded when receiving peer and teacher feedback in order to reach their full potential. Students will take ownership of their learning by gaining study skills, time management skills, and self-advocacy skills. They will be responsible for knowing their own progress and seeking help and feedback from teachers.
- **Responsibilities of the guardian:** Families have a crucial role in the success of their children. At home, discussions around assignments, learning, and assessment should be held frequently. Families must encourage and support students in the completion of all school work, but also guide students to become independent, principled, and self-sufficient learners. Students need a safe and conducive environment to complete

school work at home. Guardians should monitor student progress by using Synergy ParentVUE on a weekly basis and initiate communication with teachers when concerns arise.

- **Responsibilities of the School Administrators/IB Coordinator:** The IB coordinator and Administration will help facilitate the assessment process by giving guidance to teachers in creating and analyzing assessments. The IB coordinator will provide instruction and feedback to teachers about the quality and usefulness of their assessments. The administration will provide time for teachers to collaborate in order to create and analyze assessments in order to use the data during teaching. They shall also review assessments given by teachers and disseminate data from external assessments for teachers to review.

Types of Assessments

FORMATIVE:

Formative assessments are used daily to monitor and encourage the ongoing learning of every student. They provide information to both students and teachers regarding the student’s progress in mastering the skills and knowledge of the intended curriculum. Formative assessments are critical in improving instruction and learning. Examples of formative assessment are

● Exit tickets	● Oral presentations	● Quizzes
● Surveys	● Group discussions	● Journal writing
● KWL charts	● Open-ended questions	● Teacher observation
● Daily classwork	● Self and peer reflections	● Peer feedback

SUMMATIVE:

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria (*From Principles to Practice 2017*). Summative assessments are usually given at the end of each unit to determine if students have achieved proficiency in the standard, concept, skill, and ability being taught. Teachers create assessments that are authentic and meaningful. These assessments will not

only require students to recall information but also be thinkers as they use the information to solve real-world problems. These are less frequent and examples include

<ul style="list-style-type: none"> ● Group or individual projects of a variety of mediums. 	<ul style="list-style-type: none"> ● Traditional unit tests 	<ul style="list-style-type: none"> ● Presentations
<ul style="list-style-type: none"> ● Essays 	<ul style="list-style-type: none"> ● Performances 	<ul style="list-style-type: none"> ● Portfolios
<ul style="list-style-type: none"> ● GRASPs (Goal, Role, Audience, Situation, Product) <i>These simulate real-world situations.</i> 	<ul style="list-style-type: none"> ● Standardized Master Test (end of each semester) 	<ul style="list-style-type: none"> ● AzMerit State tests ● District-wide common assessments

Students with IEPs and those in specialized programs will be given alternative assessments based on their individual education plans that meet their specific needs.

Connection to IB Learner Profile:

- **Knowledgeable** - Assessments shall evaluate the recall knowledge of students to help them gain the ability to gain and store facts that are needed quickly.
- **Reflective** - Feedback on assessments will provide students the opportunity to review their work and think about how they did and what they can do to improve.
- **Caring** - Teachers will model how to complete peer feedback in a nice, kind, and productive manner.
- **Risk-Takers** - Students will go outside their comfort zone to complete group and real-world projects.
- **Thinkers** - Teachers will create assessments that require students to critically think about the concepts and apply them in new ways.
- **Balanced** - Study skills and revision skills will be taught to students.
- **Inquirers** - It is the goal of an assessment to not only evaluate factual knowledge but to allow students to ask and answer questions out of their own curiosity.
- **Open-Minded** - Students will have to think outside of the box and be open to new ideas when completing projects that relate to real life.
- **Principled** - Students will be responsible for their own learning and complete their own work, and cheating will be taken very seriously.
- **Communicator** - When group projects, students will learn to effectively communicate with their peers to complete a quality product.

Grade Reporting:

Sinagua Middle School teachers use a combination of the AZ state standards and the IB subject-specific assessment criteria to develop curriculum, guide instruction, and assess students. The chart below shows the 4 assessment criteria that each subject area teacher uses to create quality IB Units of instruction.

IB SUBJECT SPECIFIC ASSESSMENT CRITERIA:

	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

Access the IB rubrics for each Subject Criteria below:

- [Arts rubrics](#)
- [Language Acquisition Rubrics](#)
- [Language and Literature Rubrics](#)
- [Science Rubric](#)
- [Design Rubrics](#)
- [Individuals and Societies Rubrics](#)
- [Mathematics Rubrics](#)
- [Physical and Health Education Rubrics](#)

DETERMINING STANDARDS-BASED GRADES AT SINAGUA:

Teachers will use their professional judgment when reviewing student work to determine the level of mastery for each student based on the IB rubrics and those created with other teachers and students. Students are given a numerical grade 1-4 depending on their proficiency level for each standard and concept taught. Below is a description of how standards-based grading works on the 4 point system:

<i>SMS Grading scale</i>	<i>Description of student understanding and ability relating to the AZ state standards and the IB assessment criteria.</i>	<i>Equivalent IB grading scale</i>
4= exceeding	Independently demonstrates and extends advanced understanding and abilities of key concepts, processes, and skills of grade level standards.	7 or 8
3=proficient	Independently demonstrates understanding of key concepts, processes, and skills of grade level standards.	5 or 6
2= progressing	Still exploring grade level concepts, beginning to apply key concepts and skills with some teacher help.	3 or 4
1= minimally proficient	Demonstrates little or no knowledge of key concepts or skills of grade level standards. Requires much teacher help. This is considered a failing grade.	1 or 2
IE = Insufficient	Student has not completed enough assignments to have sufficient data to show understanding of the key concepts.	0

Evidence		
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A 3 on a grade report means the student has shown proficiency in that standard, which is our goal. A 4 can be obtained by completing extension opportunities provided by teachers for students to show understanding and ability above and beyond the grade level standard.

Standards and Practices:

Standard B1.5: The school develops and implements policies and procedures that support the program.

Standard B1.5: The school develops and implements an assessment policy that is consistent with IB expectations.

Standard C4.1a: The school uses the prescribed assessment criteria for each student group in each year of the program.

Standard C4.2: The school communicates its assessment philosophy, policy, and procedures to the school community.

Guarantee of revisions

SMS will review the Assessment Policy annually.

- Written: Fall 2020

Works referenced

- CHS IB website
- Assessment Policy for Global Academy of Phoenix
- FUSD district website
- Principles to Practice 2017
- IB subject guides
- SMS Teachers