Assessment Policy
John Trotwood Moore Middle Prep, An IB World School

Philosophy:
We, the faculty of JT Moore, believe that our aim as teachers is to develop versatile crucial thinkers, not simply test-takers. We believe in scaffolding learning for all students, and encouraging higher order thinking skills through authentic assessments that reflect both the world outside the classroom, and the standardized testing driven environment in which they must currently demonstrate their knowledge. We have committed to honoring growth and fostering a growth mindset in both students and faculty. We use assessment for the purposes of informing instructional practices and providing students and families with feedback on growth and achievement. Metropolitan Nashville Public Schools has instituted a system-wide standards-based grading initiative, which further supports the growth mindset, ultimate mastery and retention of material, and many of the Approaches to Learning.

Practices:
Assessment at JT Moore consists of collecting, reporting and recording progress toward a desired, stated learning outcome. Our assessments yield a realistic representation of the current knowledge, experience, and levels of understanding of students, determine their stages of development, and reflect the international and intercultural dimensions of our school. Summative assessment is viewed as a “motion picture,” whereas formative assessments provide “snapshots” of learning. We evaluate assessment results from diverse sources in order to make instructional decisions, which, in turn, inform feedback to students. We believe effective, useful assessment requires personalized interaction between learner and assessor. The assessor is not always the teacher, as peer assessment and self-assessment by students are important components of the learning process.

We employ standards-based grading practices, which means that students are measured against mastery of a standard not against one another. In order to encourage resiliency and a growth mindset in students, we require students to continue pursuing mastery by developing a plan with teachers to immediately revisit non-mastered standards.

Mastery, defined by Metropolitan Nashville Public Schools as 85%, can be demonstrated in a variety of ways, including quizzes, tests, performance-based tasks, projects, speeches, etc. Additionally, students often participate in various school and district-wide project expositions in which they are interviewed and required to defend their work, and are graded quantitatively by standards-based rubrics. Stakeholders from the community provide feedback for students on their work, and teachers guide students through reflective analysis, helping them write and track personalized goals.

Grades, both formative and summative, are recorded in Gradespeed, and families can monitor students’ progress with a personalized login. We communicate final grades via report cards at the end of each nine week period, and progress reports at the midpoint of each nine week period.

At our school, students may experience these assessments:

<table>
<thead>
<tr>
<th>Assessment Name:</th>
<th>Target &amp; Date(s):</th>
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<tbody>
<tr>
<td>District-mandated assessments:</td>
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<tr>
<td>Response to Instruction and Intervention (RTII)</td>
<td>5th-8th grade: August, November, February, May, plus progress monitoring</td>
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<tr>
<td>Benchmark Assessments</td>
<td>October, December, March</td>
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Integrating MYP with Local Requirements
While maintaining the required standard grading policy of Metro Nashville Public Schools, our curriculum and our assessment practices strive for alignment with the aims and prescribed objectives of the IB Middle Years Programme. District-created pacing guides and Common Core State Standards are incorporated with the learning objectives and assessment criteria of the IB MYP Next Chapter subject guides. Selected Global Contexts, Key Concepts, and Related Concepts are highlighted in all units in order to deepen student understanding, strengthen connections between local and global issues, and to extend comprehension of unit content. Students’ required conduct grade is based on a 1-4 scale that has been aligned with the IB MYP Approaches to Learning.

Working Together
Subject area teachers meet biweekly during common planning time to discuss alternative ways to assess students’ knowledge, to measure task appropriateness, to analyze results, and to standardize units and assessments. We monitor data in biweekly Professional Learning Communities, or PLCs, and develop plans to improve student growth.

Reflection
Both teachers and students practice personal reflection of assessment results and strategically discuss results with peers. These results give a realistic representation of the current level of students’ understanding and generate more discussion of how to achieve the next level of growth. Teachers engage students in one-on-one data talks to ensure students are aware of their progress, and to develop goals.

Modifying Assessments
Assessments are modified for students with exceptional needs as required by their Individualized Education Plans (IEPs). Additionally, because we employ standards-based grading, we offer students many opportunities to readdress non-mastered standards.

Cross Curricular Tools and Strategies:
To support the objectives of the MYP, our faculty use a wide variety of relevant assessment strategies and tools including:

- Self-reflection forms
- Questionnaires
- Investigations
- Exams
- Research
- Modeling
- Projects
- Journals
- Class discussions
- Performances & presentations-verbal, written, graphic, musical, media-related
- Rubrics
- Examples & models
- Anecdotal records
- Checklists
- Continuums
- Portfolios
- Graphic organizers
- Norm- and criterion-referenced assessments

<table>
<thead>
<tr>
<th>Technology Proficiency Assessment</th>
<th>5th &amp; 8th grades: December</th>
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<tbody>
<tr>
<td>EXPLORE</td>
<td>8th grade: October</td>
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<tr>
<td>TNReady Writing</td>
<td>5th–8th grades: February</td>
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<tr>
<td>TNReady &amp; End-of-Course Assessments</td>
<td>5th – 8th grades: April &amp; May</td>
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<tr>
<th>School-based assessments:</th>
<th>Standards-based common assessment 5th-8th: Every other week</th>
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<tbody>
<tr>
<td></td>
<td>Formative (interim) assessments Determined by classroom teacher</td>
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<tr>
<td></td>
<td>Summative assessments Determined by classroom teacher</td>
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Technology Proficiency Assessment
5th & 8th grades: December
EXPLORE
8th grade: October
TNReady Writing
5th-8th grades: February
TNReady & End-of-Course Assessments
5th – 8th grades: April & May
Subject Specific Assessment Tools and Strategies:

Mother Tongue (English)
- Written essays
- Written creative writing
- Written/oral personal responses to literature

Language Acquisition
- Writing assignments
- Reading comprehension exercises
- Individual and group speaking activities

Individuals & Societies
- Extended writing like essays and research projects
- End of unit or end of term test, including short and extended response questions
- Written class work/homework

Science
- Scientific investigations
- End of unit or end of term tests
- Essays dealing with application and interaction of science in society

Mathematics
- Classroom text/examination with a range of questions and problems
- Mathematical investigations
- Tasks that require real life applications of math and reflections/evaluations of their work

Arts
- Students reflect both written and orally on their work and the work of others

Physical Education
- Daily assessment of students’ understanding, participation and performance of physical education

Design & Technology
- Students produce products and visual representations based on their use of the design cycle

Reporting:
Currently, reporting of student assessment comes in the form of:
- Progress reports (quarterly)
- Report cards (quarterly)
- Parent-Teacher conferences (each semester)
- Open House (beginning of year)
- State-of-the-School (January)
- Gradespeed: An online grade book where teachers may record grades. These grades are accessible to parents and students 24 hours a day.
- Email (weekly)
- Phone calls (as needed)
- Student-led conferences (second semester, on some teams)
- Portfolios (quarterly, in some classrooms)

Grading For Learning Policy:

Retakes:
- Students will be allowed two retakes per summative assessment.
- All summative retakes must be taken within a two-week period of receiving their original grade.
- Students must complete formative work at mastery level (85%) or show clear improvement over time to be allowed to retake the summative assessment.
- Teachers will assign recovery work as needed to students who have completed all formative work but still need more support.
• No retakes will be given for any previous grading periods unless the summative assessment was given during the last week of the grading period.

Formative assessments:
• All formative assessments will be weighted as 0 in Gradespeed so that they will not affect the student’s grade.
• All teachers in 5th/6th grade will enter at least 5 formative grades in Gradespeed during every unit. 7th/8th grade teachers will enter at least 4 formative grades per unit.
• Students who do not complete their formative work may be assigned to Overtime to complete their work.
• Students must complete formative work at mastery level (85%) or show clear improvement over time to be allowed to retake the summative assessment.

Related Arts and Overtime:
• Related Arts and Overtime can be assigned or suggested to students needing to complete formative work or those that need tutoring.
• Overtime takes precedence over all other extracurricular activities.
• Each assignment to RA/Overtime results in one day of RA/Overtime; e.g. If a student is assigned for Math and ELA the student will attend two separate days of RA/Overtime.
• Skipping RA/Overtime will result in a consequence.

Grading:
• All teachers will make clear to students and parents how each assessment is going to be graded before the assessment is given. This should happen at the beginning of the unit.
• All teachers need to begin the transition to using MYP rubrics in order to standardize the language. Mastery will be considered a 5 on the MYP rubrics, which will translate to an 85% in Gradespeed.

Goals:
In order to improve our MYP Assessment practices, we recognize our need to work together in subject area and/or grade level teams to:

1. Learn more about MYP Assessment, specifically use of MYP subject area assessment criteria. Get all staff members trained in Category 2 for their subjects.
2. Develop modified rubrics for each level of the program.
3. Report progress to parents via student-led conferences or an additional MYP report card.

Review:
This document is reviewed yearly by the MYP Coordinator and faculty, with input from district administrators and parents.

Most recent review: 12 October 2015.