



Middle Years Programme

Julius West Middle School and Richard Montgomery High School Assessment Policy

Sections of this policy

- I. Philosophy of assessment**
- II. MCPS Grading practices**
- III. Using the MYP Criteria**
- IV. Recording and reporting on student achievement**
- V. Procedures for the publication and review of this policy**

I. Philosophy of Assessment

Richard Montgomery High School and Julius West Middle School follow the assessment guidelines established by the Montgomery County Public Schools Board of Education. That policy states that Montgomery County is “committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.”

The district requires a standards-based grading system which reflects what students know and can do in relation to course expectations. Assessment serves the purposes of monitoring student achievement, determining the effectiveness of instructional strategies, and guiding revisions to curriculum and instruction in order to enhance student learning. Standards-based grading and reporting helps improve learning by answering these four critical questions:

1. What do students need to know and need to be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

II. MCPS Grading Practices

Grades are an essential way to communicate student progress. Montgomery County Public Schools practices include the following:

1. Teachers provide meaningful feedback on student achievement to students and their parents or guardians.
2. Grades and assessments align with the MCPS curriculum.
3. Grades accurately reflect student achievement compared to course standards, as measured by assessments

4. Students have the opportunity to demonstrate knowledge in a variety of forms and over time, which may include county and teacher-designed summative assessments, projects, investigations, research papers, quizzes, discussions, performance tasks, process journals, exit cards, and skill demonstrations
5. When possible, assessment tasks are differentiated by content, process, or product according to student learning needs and interests. Teachers collaborate with Special Education and English Language Learner colleagues to determine appropriately differentiated assessment strategies.
6. Teachers develop and administer a planned continuum of formative (ongoing) and summative (at the end of a unit of learning) assessment tasks.
7. Students have opportunities for re-teaching and re-assessment as needed.
8. In some subject areas, students participate in common assessments at the end of each unit.

III. Using the MYP Assessment Criteria

1. During the unit planning process, teachers in all MYP subject areas develop and implement MYP assessment tasks. Those tasks align with unit objectives and with course expectations..
2. MYP assessment tasks are scored using the MYP criteria specific to each subject area. Each task is assessed using the MYP rubric specific to subject criteria and MYP Year. Teachers in Year 2 may assess using Year 1 or Year 3 rubrics. Teachers in Year 4 may assess using Year 3 or Year 5 rubrics. Criteria from all eight subject areas are assessed multiple times each school year.

IV. Recording and Reporting on Student Achievement

1. Teachers provide timely, meaningful feedback on student achievement on both formative and summative assessments.
2. Teachers record assessment scores using Pinnacle, an electronic grading system. Each task is awarded a point value and a weight.
3. Parents and students may access grading reports through Edline, an online reporting system.
4. MCPS report cards are issued quarterly. Formative and summative tasks are both calculated into a course grade (A, B, C, D, E).
5. MYP Progress Reports are issued once each semester. Progress Reports indicate student performance levels on MYP Assessments in each subject area. Achievement levels reflect more than one assessment task.
6. Parent/teacher/student conferences offer an opportunity to communicate information about student achievement. Teachers and counselors also communicate with parents through email, phone, and observation records.

7. Upon successful completion of the Personal Project, Year 5 students receive one half (.5) elective credit.

V. Procedures for the publication and review of this policy

This policy was last reviewed and revised in fall 2016.