



Lanier Middle School

"An International Baccalaureate Middle Years Programme School"

Lanier Middle School - Assessment Policy

Statement of Purpose

Lanier Middle School is an International Baccalaureate world school. We are introducing our students and teachers to a world standard for assessment. To give our students the best education possible, Lanier's school-wide instructional focus is based on highly effective pedagogical practices and authentic means of assessment that are at the core of the Middle Years Programme (MYP) model. Students must be assessed with a systematic grading policy which levels the playing field for all students, allowing students the pursuit of mastery and gives feedback in a timely process in all eight subjects.

Each subject area team develops summative assessment tasks that align with the MYP objectives related to the subject. Teams then develop rubrics that assess the subject-specific criteria which corresponds to the MYP objectives linked to the created summative assessment task. The IB gives MYP schools the flexibility of modifying descriptors (rubrics) in years 1-3 (grades 6-8) to meet the needs of students and the tasks being assessed. Using the criteria means that we will have to convert this point system to the numerical grading system required by HISD.

MYP assessment and reporting for all subjects:

MYP assessment reporting supports student learning. The purpose of this policy is to provide a clear understanding of what is being assessed and criteria for success.

Most summative assessments will be **criterion-related** and graded utilizing a "**best-fit**" approach on subject-specific rubrics.

Criterion-related - An assessment process based on determining levels of achievement against previously agreed criteria. The standard is therefore fixed rather than depending on the achievement of the or an entire cohort of students.

Best-fit - A process where teachers work together to establish common standards against which they evaluate each student's achievement holistically.

Teachers must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide concrete evidence for evaluating student achievement using required MYP subject-specific assessment criteria. Teachers will create task-specific rubrics using the MYP 0-8 achievement scale to convey progress on MYP objectives.

Requirements:

- Rubrics used will come from the appropriate IBMYP subject guides and modified so that they are task specific and age-appropriate.
- The kind of generic application of broadly constructed criteria that must be utilized in determining achievement levels awarded on rubrics is "**criterion-related**" assessment. This differs from criterion-referenced assessment in that it does not require a mastery of each descriptor to award a particular level of achievement and better describes what is called a "**best-fit**" approach.
- Teachers will practice the "**best-fit**" approach through a standardization process within their subject groups.

- Rubrics MUST be provided to students before the assessment is given.
- Students MUST have the opportunity to self-assess using the rubrics.
- Total point scores AND criterion grades must both be reported back to students on assignments.
- Students' achievement levels on each of the subject's four criteria will be assessed twice over the course of the school year.
- Summative assessments will be recorded on Parent/Student Connect Portal (GradeSpeed), but will not be weighted in the student's final average.
- Parents and students MUST see the achievement measured using the MYP 0-8 achievement scale for all subject areas.

Students will be assessed using formative and summative assessments to develop mastery of MYP subject-specific objectives and approaches to learning skills. Only summative assessments can be assessed with the MYP criteria rubrics.

Formative Assessment - Ongoing assessment aimed at providing information to guide teaching and improve student performance. Examples include natural class dialogue, exit tickets, checking for understanding, quizzes, anchor charts, in-class content review, student-lead questionings, etc. (May or may not be for a total point grade)

Summative Assessment - Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work. Examples include research-based essays, investigative labs, creation of products, objective-based tests, performances, etc. (Will receive a total point grade as well as a report of IB criterion results - if applicable)

MYP Criterion across subjects:

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. Across a variety of assessment tasks (authentic performance of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria below.

The MYP criteria across subject groups can be summarized as follows.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature (Literacy)	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Individuals and Societies (Social Studies)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating in response to spoken and/or	Using language in spoken and/or written form

			written and/or visual text	
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 (Technology)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
MYP Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesizing and Applying	Communicating	Reflecting

District/Campus requirements for grade reporting:

As a campus, Lanier's goal is to have a common grading policy to ensure success for all students. Grades shall be based solely on mastery of the Texas Essential Knowledge and Skills (TEKS) and achievement levels from IB criterion-related rubrics. Student's attendance, conduct, attitude, and other behaviors shall be reported separately from achievement.

Grading System:

Parents are recommended to stay apprised of their student's grades by utilizing the Parent/Student Connect Portal (GradeSpeed). A link to register for the portal is available on Lanier's website (www.purplepups.org). Below is the district criteria/scale for TEKS based grade reporting.

Criteria for Grading Academic Subjects:

90 – 100	Excellent work quality, mastery
80 – 89	Good work quality; consistent effort
75 – 79	Satisfactory work; average
70 – 74	Work quality is below expectations
69 or below	Failing

Criteria for Grading Conduct Traits:

E	Excellent Behavior
S	Satisfactory; cooperates readily
P	Poor behavior; below average
U	Unsatisfactory behavior

Note: Parents will be notified of the possibility of receiving a 74 and below or a P/U in conduct prior to the report card. Progress reports will serve as parent notification when signed and returned.

Lanier Middle School has adopted a grading policy that consists of a total points system. The total points system gives students a true reflection of their academic success. Progress reports and the Parent/Student Connect Portal will give the breakdown of grades in points and an overall average as a percent. The following categories and point values will be used in all classes at Lanier Middle School.

Definition of Categories:

- **Homework (5-20 points):** Independent practice that is assigned to be completed outside of the classroom. Homework may not count more than 10% of the 9 weeks grade.
- **Classwork (5-100 points):** An activity or task that allows teachers and students to identify the level of mastery of an objective.
- **Quizzes (25-100 points):** Assessments that cover a part of a unit and provide information to teachers so they are able to adjust instruction and implement remediation or enrichment.
- **Projects/Tests (50-200 points):** Assessments that cover a whole unit and determine a student's mastery of all objectives in the unit.

- **IB Grade (Scale of 0-8 and weighted at 0):** As an IBMYP campus, teachers are required to report out student's achievement level for each subject's four assessment criterion. Each subject area will report student's achievement level using the MYP achievement rubric scale of 0 to 8.
- **Objective Testing (0-100 points and weighted at 0):** Assessments based on the district's scope and sequence. These assessments are used as benchmarks to determine which objectives have been mastered and which objectives need more support.

Additional Lanier assessment requirements:

- Subject-areas must establish a common grading philosophy that is consistent and fair.
- Homework may not represent more than 10% of the 9-week grade.
- We assess for learning/meaning, not "activities" or completion.
- We utilize a criterion-related approach in our assessment- through rubrics and the incorporation of IBMYP assessment criteria.
- Homework requires prior understanding and must reflect the TEKS.
- Projects must be assessed for both individual and group accountability.
- GradeSpeed is the system for tracking grades and **must be updated weekly**. There should be a minimum of two grades (not including homework) recorded per week per student and reflected in Gradespeed.
- Progress reports will be issued every three weeks.
- Every student will receive a report card at the end of each 9 weeks.
- If the child's overall average represents a D or F, the teacher/cluster must contact the parent. Proper contact includes an email and/or phone call. Parents should be contacted within a week. Students who have a D or an F must be put on an intervention plan (or growth plan for Vanguard students). Failure is not an option.
- Once progress reports are submitted, if a student's average falls from A to C, D, F; B to D, F; C to D, D to F, **contact parent** (email or phone call). Everything possible should be done to prevent failure.
- HISD's Secondary Grading Guidelines state: Students must be given opportunities to make up or redo a class assignment or examination for which the student received a failing grade.
- Year 1 Language and Literature teachers must separately maintain grades for both Language Arts and Reading classes.