



Brentwood Middle School Assessment Policy



Purpose of the policy:

The purpose of the Brentwood Middle School Assessment Policy is to provide clear and consistent assessment practices for all stakeholders across all subjects and grade levels. This policy will serve as a guide for teachers to use as they develop and refine assessments and reflect upon the purpose, process, and implementation of assessment practices.

Brentwood staff will gather and analyze data from formative and summative assessments in various forms. Using data, our students, teachers, administrators, and parents can evaluate student progress toward reaching each student's goals. All of our administrators and teachers are committed to the use of criterion based assessments that are supported by our beliefs of what effective assessments should do.

Purposes of assessment:

The purpose of assessment is to allow teachers to provide meaningful feedback about students' progress on subject area standards and criteria to all stakeholders. Assessments can be informal or formal, formative or summative. Through formative and summative assessments, teachers determine and reflect upon student understanding and teaching practices.

Formative assessments are the day-to-day activities that teachers use to gauge students' understanding. These short checks give both teachers and students feedback about where students are in the learning process and guide future instruction.

Summative assessments allow students to demonstrate what they know and can do in new and novel situations and are typically more substantial checks of achievement. Examples are performance assessments and district common assessments.

Brentwood is committed to using the IB criterion to evaluate these and/or writing different assessments that better fit IB needs as specified in the individual subject's unit planner. A stakeholder is welcome to contact a specific teacher for his/her unit planner at any time. Weekly agendas are posted by each teacher on Schoology.

Not only are assessments accurate indicators of success, growth, and proficiency of content, skills, and concepts, they also allow for meaningful dialogue to take place between all stakeholders.

Effective assessment should:

- Be a tool for continued learning that reveals what a student knows/doesn't know
- Help a teacher to evaluate how effective his/her teaching was
- Monitor progress of student learning
- Require students to reflect on their progress using criterion
- Provide feedback to improve and direct instruction
- Help parents understand and support what is going on in the classroom

- Be tightly aligned to standards and criteria
- An effective assessment's purpose/goals can be easily understood by all stakeholders
- Assess skills at all levels of DOK
- Effective assessments allow students multiple opportunities to achieve at the highest level
- Include a variety of assessment strategies
- Allow for modification of instruction/next steps adjustments through data teams
- Include common assessments from data-driven dialogue work
- Include norming and calibration of student work

Assessment Practices

Examples of assessment strategies (from MYP: From principles into practice pages 85 & 86):

- Observation
- Selected response
- Open-ended tasks
- Performance
- Process journals
- Portfolio assessment
- Compositions – musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations – verbal (oral or written), graphic (through various media)

Grading/Recording/Reporting

Students will receive letter grades for each trimester. Academic assignments and assessments are entered into the grade book based on the state standards and IB criteria and conversions to percentages and grades. Teachers use Colorado state standards to drive assessments in addition to IB criteria through independent self-guided practice. Grade reports are sent out weekly and alternative programs supplement helping students struggling in academics. Furthermore, students and parents utilize Infinite Campus to access grade reporting available at any time.

- 6th Grade Mathematics
- 6th Grade Language and Literature
- 6th Grade Individuals and Societies
- 6th Grade Science
- 7th Grade Mathematics
- 7th Grade Language and Literature
- 7th Grade Individuals and Societies
- 7th Grade Science
- 8th Grade Mathematics
- 8th Grade Language and Literature

- 8th Grade Individuals and Societies
- 8th Grade Science

Over the next two years, the remaining subject areas will move to Colorado State Standards-based and IB criteria-based grading. This policy will be reviewed annually, however, major revisions may occur as a part of our self-study process prior to future evaluations. The review process will include grade-level teams and parent Involvement Groups.

Assessments given within each of the eight MYP subject areas will use the MYP Assessment rubrics located in each Middle Years Programme Subject Guide. The above rubric provides an example of the achievement levels and level descriptors, and shall be communicated to students and parents in order to familiarize them with the achievement levels they will be using for MYP assessments in all eight subject areas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2 Does Not Meet the Standard	<ul style="list-style-type: none"> i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts
3 Approaching the Standard	<ul style="list-style-type: none"> i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples or explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts.
4 Meets the Minimum Standards	<ul style="list-style-type: none"> i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justifies opinions and ideas with examples or explanations; uses accurate terminology iv. describes some similarities and differences in features within and between texts.
5–6 Meets the Standard	<ul style="list-style-type: none"> i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justifies opinions and ideas with examples or explanations; uses accurate terminology iv. describes some similarities and differences in features within and between texts.

7-8
Exceeds the Standard

- i. provides **perceptive** identification and comment upon significant aspects of texts
- ii. provides **perceptive** identification and comment upon the creator's choices
- iii. **gives detailed justification** of opinions and ideas with a range of examples and thorough explanations; **uses accurate** terminology
- iv. **compares and contrasts** features **within and between texts**

New teachers will attend an orientation and within their first month of teaching. Part of that training is to be dedicated to assessment.