

Update: What's new in assessment

We took time to review the assessment chapters from *Towards a Continuum of International Education* and *From Principles into Practice* to identify the key areas we wanted to improve at our schools. Teachers from across the region discussed what they felt were the most pressing needs at their schools currently.

Collaborate: Small Group Discussions

Next, we worked in school-based groups to identify our next steps for assessment in our programs. Some suggestions for assessment goals included:

- All subject areas should write rubrics for formative assessments, not just summative
- Reverse the rubric to place the highest band at the top of the rubric instead of at the bottom
- Develop a written assessment policy to answer the questions: what do our grades represent? how do we blend MYP rubrics into the policy?
- Blend the county, state, and MYP assessments and increase buy in from teachers across all buildings
- Unify all 8 subject areas and to help teachers and students understand how the MYP leads into DP assessment
- Develop new ways to report grades to parents to clarify how the MYP scores relate to the quarter grades
- Collect and share data from the rubrics to improve individual student performance
- Develop a firm assessment policy to report to administration at school and county
- Blend myp assessments with district expectations


Next, Dr. Robert Harrison shared Glasgow Middle School's assessment policy. Based on feedback from their evaluation visit, both the middle school and high school needed to revise their assessment practices. GMS organized an assessment study group of 7 people to synthesize research on assessment from a variety of literature. Based on their research, they determined that

there was sizeable support that MYP assessment standards aligned with the research-based best practice. Together, they developed 5 statements of assessment that outline the school's fundamental understandings.


1. The purpose of assessment is to monitor, report, and increase students' learning
2. Students are the most important stakeholders for assessment, grading, and reporting
3. Assessment policies and procedures should be consistent, transparent, and equitable across classrooms, subject areas, and the school as a whole
4. Increased student achievement depends on effective formative assessment
5. Grades are one component of a more extensive plan to communicate students' academic progress

GMS is also piloting a program to use a criterion based grade book for all classes to align with the expectations outlined in *From Principles into Practice*.

To network on a range of needs, we broke into small groups to discuss grading and reporting, school assessment policy, task specific rubrics/clarifications, internal standardization, and monitoring. In addition to the published criteria, we need to develop school-based modified criteria, and schools must develop an articulated program. Each group used excerpts from *From Principles into Practice* and their own materials as a base for discussion.


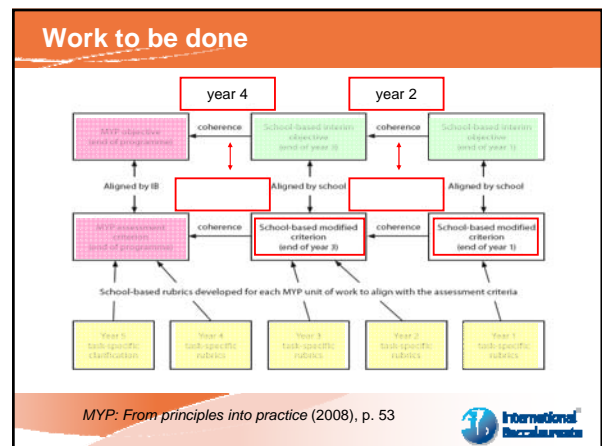
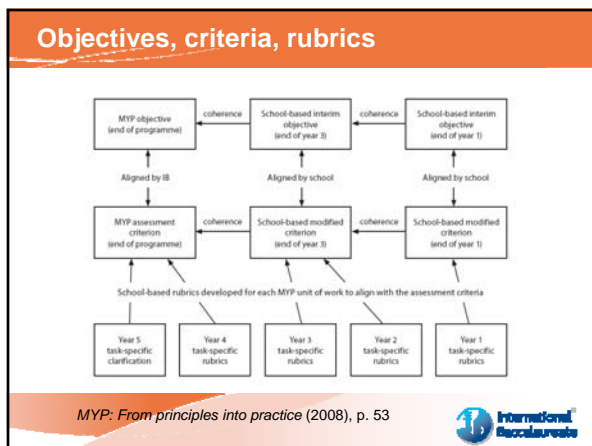
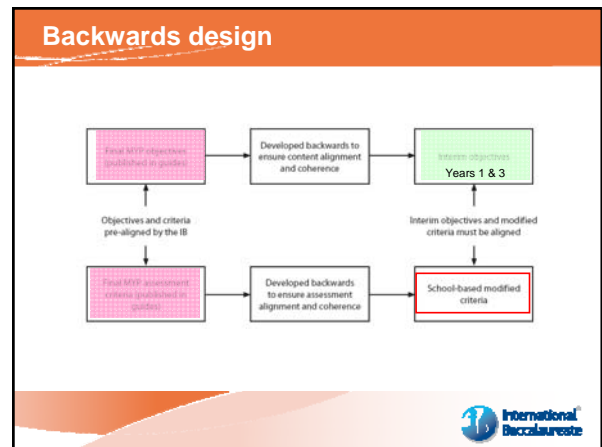
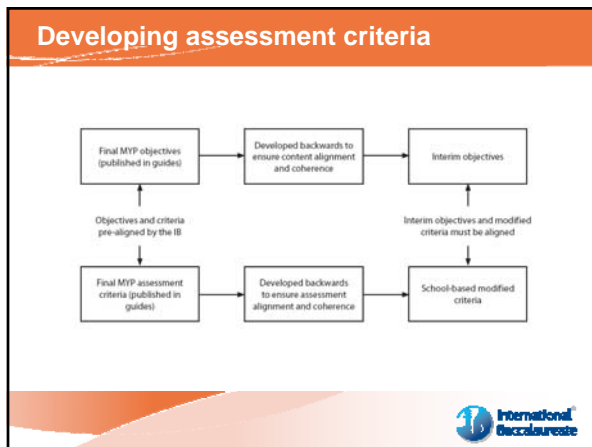


MARC MYP Networking Assessment
 Robert Harrison, Glasgow Middle School
 Fairfax Co. Public Schools
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School-based Modified Criteria

Interim Objectives

School-based modified criteria

MYP objectives

Objective A
Students should be able to:

- _____
- _____
- _____

Objective B
Students should be able to:

- _____
- _____
- _____

Objective C
Students should be able to:

- _____
- _____
- _____

MYP criterion A
Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

Achievement Level	Level descriptor

International Baccalaureate

Possible discussion groups

- Grading and reporting
- School assessment policy
- Task specific rubrics/clarifications
- Internal standardization
- Monitoring

International Baccalaureate