

Global Campus MYP Assessment Policy

Assessment Philosophy

Assessment is an integral part of the teaching and learning process at the Global Campus. MYP requires teachers to assess the prescribed subject group objectives using the criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, students will be given multiple opportunities to show learning in a subject. MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. (*MYP: From Principles into Practice. 2014/2015*)

In addition, the state of Colorado has adopted the Colorado Academic Standards that reflect the importance of teaching the whole child. The standards include the following content areas: comprehensive health, physical education, arts, mathematics, reading/writing/communicating, science, social studies, and world languages. Information gathered from assessments should be reflected on by parents, teachers, and students in order to identify strengths and areas of needed growth as we pursue our commitment to overall success (cde.state.co.us/communications/casfactsheet).

Purpose of Assessment

The purpose of assessments at Global Campus is to:

- provide data on student progress and performance to all stakeholders
- enable teachers to monitor student progress toward achievement of learning targets
- shape instructional practices through data analysis
- facilitate differentiation of instruction
- identify areas of growth and provide feedback for learning

Assessments at Global Leadership Academy will include

State Mandated Assessments:

The state of Colorado requires that all students in grades seven through ten take the Partnership for Assessment of Readiness for College and Careers (PARCC) examinations. PARCC tests are high quality, K-12 assessments in Mathematics, English Language Arts and Literacy.

The state of Colorado also requires the Colorado Measures of Academic Success (CMAS), or a comparable assessment in social studies to be given to students in grade seven and science to be given to students in grade eight.

The state of Colorado requires all sophomores to take the Preliminary Scholastic Aptitude Test (PSAT) and juniors to take the Scholastic Aptitude Test (SAT) or comparable assessment.

W-APT (WIDA-ACCESS Placement Test) is the screener to assist in the identification of students that qualify for English Language Development (ELD) programming. Federal guidelines indicate that at the beginning of the school year districts have 30 days to screen and place students new to the district with a primary or home language other than English. Throughout the remainder of the school year, this screening and placement determination must

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happen within two weeks of the student's enrollment. Determination of ELD program placement is determined at the district level.

- The annual test that measures a student's progress in acquiring academic English is ACCESS for ELLs®. This assessment is administered to all students identified as an English Learner (NEP and LEP) through the W-APT in grades K-12.

District Mandated Assessments:

Mapleton Public School District requires that all students in grades seven through ten take the Measure of Academic Progress (MAP) two times per year. Global Campus administers MAP three times per year. The assessment measures growth in areas of reading, language usage, and mathematics. The assessment is primarily used to guide instruction, but is also used as a part of a body of evidence at the end of the year to measure each student's attainment of standards and overall school performance.

Classroom/Subject Assessments:

A variety of assessments are used to inform instruction throughout the learning cycle.

Formative assessment: Formative assessments will be used throughout the learning process to assess specific skills or concepts, to check for student understanding, and inform instruction. Formative assessment should provide teachers with data/information to aid in planning the next stage in the learning process. Examples of formative assessments include pre-assessment, homework, journals, classroom work, exit tickets, and projects.

Student self-assessment:

Students will assess their own learning and progress throughout the entire MYP program. Students should assess their understanding of central ideas, concepts, and skills. They will reflect upon their own development of the learner profiles and attitudes. Student self-assessment will be integrated into the teaching and learning process.

Summative assessment: Summative assessments will be designed to show students' understanding, abilities, and feelings about a central idea/concept at the culmination of a unit. The assessment allows students to apply their knowledge and skills rather than a mere recall of facts. Assessments are designed to show student growth. Students will be made aware of the expectations of the summative assessment at the beginning of teaching a unit or concept.

Personal Project: Students in grade ten will complete a personal project. The personal project is a self-directed inquiry meant to generate creative new insights and develop deeper understandings. Students demonstrate the skills required to complete a project over an extended period of time and to communicate in a variety of situations and mediums. Students will demonstrate principled action as a result of their learning.

Teachers at Global Campus will

Record Data:

Rubrics: All subject group summative assessments will have an accompanying criterion-based rubric. Students will aid in developing such assessment tools whenever possible. Rubrics allow for differentiation, but also lay out specific criteria that must be met. The use of exemplars and benchmarks will further inform students of expected outcomes. Rubrics will have 8 possible achievement levels, include MYP command terms, and be based on the MYP criterion for each subject. Teachers will keep track of criterion-based summative assessment records.

Alpine Achievement: Alpine is a web-based portfolio that reports student assessment scores on all state and district mandated assessments. Alpine is also used to record Response to Intervention (RtI) plans, Advanced Learning Plans (ALP), READ plans (MYP year 2), and English Language Learner (ELL) plans developed by teachers to identify and support students.

Reporting:

Conferences/APTT – A combination of parent/teacher conferences and parent workshops occur at least four times a year with students, parents, and teachers.

Criterion & Report Cards

Subject criterion achievement levels are recorded by teachers. Parents, students, and teachers can use that data to reflect on student learning and progress. Students' grades are determined by their performance on criterion based summative assessments that are evaluated with an MYP rubric using a scale of 0-8. Final quarter grades are based on a comprehensive evaluation of the student's work up to that point, and will be reported using the following letter grade system.

8		7	6		5	4		3	Below 3
A+	A	A-	B+	B	B-	C+	C	C-	F

Learning progress is shared with parents through progress reports at mid-quarter and report cards at the end of each quarter. An MYP criterion-based report will accompany the district report card. Parents can also view learning progress at any time through Infinite Campus.