

Hairston Middle School, IB MYP
IB World School
Assessment Policy

Purpose for Assessment

The purpose of assessment is to support the effectiveness of teaching and learning and to determine and monitor the academic proficiency and growth of our students. Both formative and summative data are used. Hairston Middle School follows the guidelines established by the Guilford County School System and the State of North Carolina.

Philosophy

Providing students with quality instruction is grounded in teachers using assessment data to drive the instructional decision-making process. The use of both formative and summative assessment data is essential to teachers in increasing the overall growth of their students. Teachers are also encouraged to use this data to reflect on their overall teaching and implore strategies that support the whole student.

Principles and Practices of Assessment

The goal of Guilford County Schools is to identify and support students' growth as early as possible. Thus, students who are below grade level and not likely to meet State Accountability Standards will receive supplemental instruction. Students are assessed using a variety of strategies, including but not limited to project, presentations, District, Teacher Made, and NC DPI Assessments. Those standards include End-of -Grade tests at grades 6-8 in Reading and Math, grade 8 in Science, and End of Course assessment in Math 1 and Language B (Spanish).

Benchmark Assessments of the Standards

Due to the critical factor of providing interventions as early and as focused as possible, Hairston utilizes benchmarks (Interim Assessments) for the Student Accountability Standards. These benchmarks will be administered in grades 6-8 in reading and math, and 8 in science and in EOC course for Math 1. The purpose of the benchmark assessments will be to guide teachers as they modify instruction and for students in danger of not meeting the current standards. The Academic Team monitors the outcome of the benchmark assessments.

Common Exams are also mandated for Encore and Core 6th and 7th grade Science and Humanities students. These standards-based exams are administered annually.

Classroom Assessments

Students will be assessed using both the IB subject criteria rubric as well as the Guilford County School district polies all which will align with the state standards on a 10-pt scale grading system. Students participate in a variety of content areas assessments, such as debates, scientific investigation, role plays, quizzes, quiz bowls, projects, oral presentations, benchmarks and stat mandated tests. Teachers use both formatives and summative assessment to measure both growth and proficiency.

MYP Aims and objectives are aligned with the North Carolina Standard Course of Study and Essential Standards. Students are assessed using two or more MYP assessment tasks on each criterion for each of the schools eight subjects. Content area rubrics are used for assessing student progress. Since IB MYP rubrics are measured differently than the state curriculum, the scores will be used to show growth over time, but not negatively impact the student's grade.

Monitoring Assessment

Hairston Middle School has participated in monitoring assessment where student samples for all eight content areas are submitted to IBO for feedback. The feedback is shared with the teachers and is helpful in planning for future assessment.

Grading

A progress report goes home with students once per semester to allow parents to see the progress of their children. Parents will be provided with information that reflect their child's growth and understanding of the MYP criterion subject objectives and IB Learner Profile. The Grading rubric is used for grading.

Review of Assessment Policy

The Assessment policy will be revisited by the school's leadership and testing teams as needed.