

Assessment Policy

Philosophy

Hamilton Middle School values assessment as a means to identify students' knowledge, skills, and growth throughout our Middle Years Programme. Assessment is a tool our teachers and administrators use to inform planning, scheduling, teaching and learning.

International Baccalaureate requires schools to establish an assessment policy that ensures student growth throughout the program. IB outlines two purposes for assessment; to evaluate what students already know and tailor learning experiences to those students and to evaluate what students have learned at the end of a unit. These purposes align with Denver Public Schools principles of assessments and Hamilton Middle School's beliefs on assessment.

Common Practices

Assessment Criteria

In each of the 8 subject groups, teachers plan units and experiential learning opportunities around 4 specific criteria. These criteria are related to 21st century learning skills and are grounded in Common Core State Standards. The assessment criteria are chosen before the introduction of units to students and are woven throughout each unit. These criteria are embedded in the unit's statement of inquiry which outlines the main learning objective for the unit. The assessment criteria and statement of inquiry can be found in Hamilton Middle School's Subject Overviews.

Achievement Levels

Hamilton Middle School recognizes the importance of percentage based scores and also values the professional discretion of our teachers. Therefore, some grades will be given using the traditional 0-100%, A-F grading scale and some assignments will use achievement levels. International Baccalaureate outlines these achievement levels in each subject rubric on a 1-8 scale (IB utilizes 1-8 achievement levels globally versus the traditional American A-F). A rough translation of this scale is as follows:

Traditional Score	59% - below	60-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-100%
Achievement Level	0	1	2	3	4	5	6	7	8

Hamilton Middle School will use the policy maintenance procedure to increase our use of achievement levels each school year to gradually phase into a complete standards based grading system using IB achievement levels.

Types of Assessment

Formative*- These tasks evaluate the progression of learning through informal measures consisting of do-nows and exit tickets, classwork, verbal response, etc.

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Summative*- These tasks evaluate the final achievement level of a unit following the progression of learning. Examples include unit exams, projects, speeches, etc.

Types of Assessment (continued)

District- Denver Public Schools mandates interim assessments across subject levels.

State- The Colorado Department of Education requires CMAS (Colorado Measure of Academic Success) standardized assessment. A range of other mandatory federal and state assessments evaluate individual students as needed based on language acquisition, ability, etc.

**Formative and summative assessments will be evaluated using subject rubrics and given achievement levels. Each subject is required to evaluate a minimum of one formative and one summative assessment per unit using subject rubrics.*

Grade Recording and Reporting

Recording- To respect teacher professionalism and autonomy, teachers are only required to record achievement levels for the required one formative and one summative assessment per unit. However, teachers are encouraged to use subject rubrics for more than the minimum required. Teachers may also choose to record a task twice: once using the traditional score and once using the achievement level.

Reporting- Letter grades will be reported using Infinite Campus and Schoology following the grade reporting deadlines assigned by our assistant principal of teaching and learning. Achievement levels will be reported using a common form, posted to Schoology or sent home, depending on department preference.

Roles and Responsibility

Students are responsible for familiarizing themselves with the rubric at the beginning of assessment tasks in order to achieve the highest level of understanding of the Statement of Inquiry for the unit.

Teachers will assess a minimum of one formative and one summative assessment using subject rubrics and will assign achievement levels.

Parents are responsible for supporting students in understanding the importance of assessment tasks. Parents should also support students in checking grades and completing homework tasks.

Hamilton Middle School will train teachers on the required rubrics and achievement level system. The school will also communicate the rubric and achievement level system with students and parents.

Policy Maintenance

- The MYP Committee will review and make any necessary revisions each spring in preparation for the coming school year.
- Upon revision, the policy will be presented to Hamilton's School Leadership Team and Collaborative School Committee for approval.
- The policy will be posted on hamilton.dpsk12.org and will be distributed to students, parents, and staff at the beginning of each school year.

Sources

MYP: from Principles into Practice. International Baccalaureate Organization, 2014.

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Policy Translations:

Arabic Translation: سياسة التقييم bit.ly/APArabic

Spanish Translation: Norma de evaluación bit.ly/AssessSpanish