

**Anthony Middle School
MYP Assessment Policy
Updated March 2025**

Philosophy

At Anthony Middle School, assessment is an ongoing process that helps teachers, students, and families know how well a student is progressing towards grade-level standards. Throughout the entire process of assessment, feedback is given by the teacher and student through reflection and evaluation.

The assessments that students work on at Anthony Middle School will be tied to the larger concepts of the units of study of each of their classes. Each assessment should help the student move toward a better understanding of the unit's statement of inquiry, key and related concepts, and the overarching global context.

Types of Assessments

In order to truly see where students are in their understanding, teachers will employ a variety of assessment strategies, including:

- **pre-assessments** that establish where students are with respect to the objective criteria and the summative assessment
- **formative assessments** that serve as milestones/benchmarks to measure progress and provide feedback to the students about their progress (self or guided), and
- **summative assessments** that ask students to apply their learning of the concepts to a larger task that may put their learning in an unfamiliar scenario.

At the end of each assessment, an emphasis will be placed on student reflection. This allows students to reflect and think about their own learning. Additionally, teacher reflection will be used to inform future practice and to guide unit design.

Assessment in the MYP

The subject area criteria for each of the 8 subject areas will be assessed with formative assessments as needed to show consistent performance. Teachers will record formative and summative information in different ways as needed. Whenever there is a summative assessment these criteria will be addressed.

Over the course of the school year, students will be assessed using the IB 8-point scale. The one exception is that math courses taken for high school credit will use a traditional A-F grading system. The 8 point approach focuses much more on a student's growth as a learner, rather than focusing on the number of points they can achieve for any one assignment. However, our Student Information System, Infinite Campus, does use letter grades for mid-term, quarter, and semester grade reports. The chart below indicates a descriptor for the number and letter grades (as translated into Infinite Campus).

At Anthony, we realize that learning is a journey, and we want to focus on creating opportunities for students to show their learning and growth toward meeting standards and criteria. With this in mind, students may be encouraged to revise assessments to show deeper and new understandings within two weeks after assessments have been scored and returned to students. However, summative assessments and assignments cannot be completed after a quarter ends. If, at the end of the quarter, students miss school due to a family activity (such as a vacation) and therefore miss a planned summative or assignment, they will receive a grade of zero for these assessments and/or assignments. Alternate assessments or assignments are not offered.

Recording and Reporting

Teachers record assessment scores that reflect the 8-point scale. This information will be shared with students and parents on a school-wide schedule including quarterly progress reports and end of quarter grades and at teacher discretion through individual student and parent communication. The focus of shared information will be based on the most recent and consistent achievement levels through the use of Parent Portal and email.

MPS GRADE SCALE

RUBRIC SCORE	DESCRIPTORS	LETTER GRADE	
7-8	Excelling Always Extended Innovative	A/A-	I have demonstrated deep understanding that goes beyond the standard.
5-6	Mastering Often Completely Accurate	B+/B/B-	I have demonstrated learning that meets the standard.
3-4	Progressing Sometimes Partially Imprecise	C+/C/C-	I am getting close to meeting the standard.
2	Beginning Rarely Minimal Limited	D+/D/D-	I am beginning to work towards meeting the standard.
0-1	Incomplete Unscorable No evidence	F	I am not working towards the descriptors above yet.