

JEMS Assessment Policy

Philosophy

The faculty and staff believe in the power of assessment to inform instructional practices. Learning not teaching is the emphasis of all assessment measures. Assessments are implemented in order to:

- Provide students with a measurement of their learning, a target to guide future improvements, and sense of accomplishment for those areas of the curriculum which they have met with success.
- Generate evidence of the degree to which students have demonstrated proficiency toward the relevant learning targets, for the purposes of guiding classroom instruction and thoughtful student self-reflection.
- Provide students an opportunity to demonstrate their individual and unique learning styles by offering a level of choice in the method and/or design of classroom assessments.

Assessments at Jordan-Elbridge Middle School are carried out internally and rely on teachers' expertise. They are rigorous, relevant, and criterion-related. Assessments are based on a set of pre-determined, subject-specific criteria published in the relevant MYP subject guides. The students at JEMS are familiar with the assessment criteria used in each subject guide and the expectations for all assessment tasks.

Aims of Assessment

- Promote a deeper understanding of subject area content by encouraging student inquiry set in real world contexts through the approaches to learning
- Promote positive student attitudes towards learning and provide opportunities for student reflection and growth
- Reflect on local, national, international, and intercultural awareness
- Assessment practices recognize cultural and linguistic diversity
- Facilitate students taking an active leadership role in the educational process

Principles of Assessment

- The school community (students, families, teachers, and administrators) has a clear description of how each student is being assessed.
- Students will be able to demonstrate their learning in a variety of ways that reflect their unique learning styles.
- Through active engagement, student choice, and thoughtful self-reflection, students will become leaders in their own education.
- Teachers will use relevant assessments as a formative tool to tailor the classroom instruction
- Timely feedback is given for future learning

MYP Assessment

Authentic assessment allows teachers to effectively modify or accelerate learning based on how the student performs. Our goal is to meet students where they are in the learning process and to close gaps should the need arise. Instructors will use two types of assessment: formative and summative.

Formative assessments provide information needed to adjust teaching and learning while they are taking place. Examples include:

- Observations (Including Affective Domain)
- Quizzes
- Reflections

- Socratic Seminars
- Journals
- Self/Peer Assessments
- Homework and Classwork
- Exit Tickets and Warm up Activities
- Research Checkpoints
- Rough Drafts
- Annotations
- Timed Writings
- Skill Tests
- Mid-Module Assessments
- District Benchmark Assessments
 - Administered Tri-Annually

Summative assessments are used to measure what a student has learned at the conclusion of instruction.

Examples include:

- Midterms
- Final exams
- NYS assessments
- Presentations
- Projects

Global Context

Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. MYP subject areas will explore content using the following global contexts:

- *Identities And Relationships*
- *Orientation In Time And Space*
- *Personal And Cultural Expression*
- *Scientific And Technical Innovation*
- *Globalization And Sustainability*
- *Fairness And Development*

Reporting and Assessment Documentation

- 5 week reports and report cards
- Student/Parent/Teacher Conferences – Fall
- Presentations and exhibitions
- Portfolios
- Parent Portal
- Community Projects
- MYP Report Cards
 - Implemented in the 2016-17 School Year
 - Edited and Adjusted Yearly
 - Reported Bi-Annually (Semesters 1 & 2)
 - Re-adjusting for the 2020-21 school year for the following reasons:
 - Staff development of new curriculum interface instead of ManageBac™
 - Covid-19 forced restructuring and opening plan