**Corrales International School Mission Statement**

The mission of Corrales International School is to achieve, within the framework of the [International Baccalaureate curriculum](http://corralesinternationalschool.org/ibo.html), excellence in bilingual education, promote international understanding and live and model its core values of respect, responsibility, connection with nature, and the joy of learning.

**Philosophy of Assessment Beliefs**

Assessment informs every stage of the learning and teaching process. In the earliest stages of curriculum planning, assessment requires the teacher to translate the purpose of the unit into learning objectives for students. Assessment of the student’s prior knowledge will help the teacher determine any necessary changes in lesson purposes and outcomes.

The CIS Middle Years Program (MYP) uses level descriptors through IB prescribed subject-specific rubrics to identify student achievement levels measured against previously communicated assessment criteria. This “criterion-related approach” to assessment is neither norm-referenced (where students are compared to each other, typically on a bell curve) nor completely “criterion-referenced”, where students must master completely lower level standards before moving on to higher level standards. CIS teachers will use the “best fit” approach in assigning student scores based on level descriptors from rubrics tied to subject specific assessment criteria that change after each year level.

**Aims of Assessment**

• support and encourage student learning by providing feedback on the learning process

• inform, enhance and improve the teaching process

• provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments

• promote positive student attitudes towards learning

• promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts

• promote the development of critical- and creative-thinking skills

• reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts

• support the holistic nature of the program by including in its model principles that take account of the development of the whole student.

**Principles of Assessment**

* Stakeholders have a clear description of how their student is being assessed through task specific rubrics that will be given to students for each summative assessment
* Students will have an opportunity to reflect on their learning at the conclusion of each unit of work. The relfection will typically take place in their subject area journals.
* Students will be able to show their learning in a variety of ways through posters, presentations, reports, essays, skits, and expositions to name a few
* Students become the driver, not the passenger, in their education
* Teachers will use assessment to drive instruction. When creating unit plans teachers will plan what they teached based on what they will include in their summative assessment task(s).
* Assessments will be relevant to learning
* Timely feedback is given for future learning

**MYP Assessment**

Authentic assessment uses the real world as a canvas for learning and 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 to the teacher so that he or she may adjust teaching and learning strategies while learning is taking place. Likewise, formative assessments also provide students with feedback to adjust their own teaching techniques. Formative assessment results play a small role in assigning final rubric scores for the subject specific criteria. When students are on the border between receiving 2 scores for a unit, formative assessments will play a deciding factor in whether to push the student up to the next banded score. Examples of formative assessments include: observations , quizzes, reflections, Socratic seminars, journals, self/peer assessments, homework, research checkpoints, rough drafts, timed writings

**Summative assessments** are used to measure what a student has learned. Student scores on summative assessment will be the primary evidence used in assigning rubric scores for each of the four criteria in each subject. Examples of summative assessments include written exams, presentations, and projects.

**MYP Assessment Criteria**

 The MYP assessment criteria across the eight subject groups can be summarized as follows.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject Group | **CRITERION A** | **CRITERION B** | **CRITERION C** | **CRITERION D** |
| **Language and literature** | Analyzing | Organizing | Producing text | Using language |
| **Language acquisition** | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| **Individuals and societies** | Knowing and understanding | Investigating | Communicating | Thinking critically |
| **Sciences** | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| **Mathematics** | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| **Arts** | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| **Physical and health education** | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| **Design** | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| **MYP projects** | Investigating | Planning | Taking action | Reflecting |
| **Interdisciplinary** | Disciplinary grounding | Synthesizing and applying | Communicating | Reflecting |

**MYP general grade descriptors**

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group. CIS then uses the grade boundary table below to assign a final 1-7 score for the course. The table below provides a means of converting the criterion levels total into a grade based on a scale of 1–7. This will occur at the end of the school year or, in the event of a one semester course, at the end of a semester.

|  |  |  |
| --- | --- | --- |
| Grade | Boundary guidelines | Descriptor |
| 1 | 1–5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6–9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10–14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15–18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19–23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24–27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence. |
| 7 | 28–32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills withindependence and expertise in a variety of complex classroom and real-world situations. |

\*For state reporting purposes, this 1 to 7 score is then converted to a “A” to “F” letter grade as required by the New Mexico Public Education Department. *For this purpose only,* scores are converted as follows: A (6-7) B (4-5) C (3) D (2) F (1)

**School-wide Assessments**

1. All students are tested on the NWEA Measures of Academic Progress (MAP) test three-times per year (fall, winter, spring). Test results provide a measurement of student learning growth and helps guide classroom instruction in areas of student learning needs. Results of the MAP’s test are also shared with parents after each round of testing.
2. Students in grades 3-12 will now participate in the Partnership for the Assessment of Career and College Readiness (PARCC ) as required by the state of New Mexico Public Education Department (PED). This exam is based off the Common Core State Standards that New Mexico implemented in 2012.
3. Certain courses, designated by the New Mexico Public Education Department (PED) will have End of Course Exams (EOCs). These exams are based off NM PED subject specific standards.
4. Spanish language acquisition is measured using the IDEA Proficiency Test (IPT) for students in the Spanish Immersion classrooms. The IPT test measures listening and speaking skills in Spanish.

**Reporting Student Learning**

1. **Student Portfolios:** Each student maintains a student portfolio selecting pieces of work that demonstrate learning, reflection, and creativity. At each grade level, students add to their portfolio favorite pieces of work that highlight their learning successes. The portfolios travel with the students as they progress through the grade levels.
2. **Report Card:**  Report cards for students in the MYP are completed by teachers each quarter. The report card grades will include criterion scores for all eight subject groups. Only at the end of the year (or end of semester for 1 semester courses) will students be assigned a final 1 to 7 score for their subject.
3. **Progress Reports:** Students struggling academically receive progress reports every four to five week period (mid-quarter).
4. **Parent-Teacher Conferences:** Teachers, parents, and students meet twice a year to review student learning progress. The first conference is scheduled the first six-weeks of the school year. During this initial conference, MAPs results are reviewed and student learning goals are set. The second conference is held in spring to review learning goals, report card grades, student work products, and MAPs growth results.
5. **ManageBac:** ManageBac is the new information system that CIS will be using to keep track of student performance. ManageBac can be accessed through the internet from anywhere at any time. All student work results will be made available on ManageBac.

**References**

IB MYP “From Principles to Practices” 2014. [www.ibo.org](http://www.ibo.org)