

Oscar Mayer Magnet IB MYP Assessment Policy

Aims of Assessment in the MYP

- 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 Community Service 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-life 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.

(MYP: From principles into practice, September 2014. © International Baccalaureate Organization)

Oscar Mayer Assessment Philosophy

The Oscar Mayer assessment philosophy directly relates to the two mission statements below:

IBO Mission Statement:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

Oscar Mayer Mission Statement:

Oscar Mayer Magnet is dedicated to promoting a holistic education that nurtures and challenges all students to become life long learners with a passion to inquire, think globally, serve others, create, lead and achieve personal excellence.

Assessment Types

Chicago Public Schools Mandated Assessments in Grades 6-8

NWEA

The Northwest Evaluation Association is a “formative testing system that... gives educators detailed insight into kids’ learning” (“About NWEA”). Through NWEA, students take the MAP (Measures of Academic Progress) test two times a year (fall and spring). The MAP test is aligned with Illinois adopted Common Core Standards. It is a computerized, adaptive assessment that responds to the student, adjusting the difficulty of the test questions based on each student’s response (“Assessments”). The results provide teachers with individual RIT scores for each student, allowing teachers to see the progress of each student’s learning. Using this data, teachers at Oscar Mayer Magnet differentiate the curriculum and teaching strategies to meet each student where he/she is and plan for future growth. Within Chicago Public Schools the NWEA scores are also used as part of the promotion criteria in grades 3, 6 and 8.

PARCC

ACCESS

Any child who has language other than English spoken in the home is required to receive the ACCESS placement test upon entering the district. Children categorized as limited English proficient must be given the ACCESS test every January until they are considered fluent English proficient. The results of this test are sent to parents at the end of each year. Teachers use the results to determine language proficiency levels and individualize instruction to meet the needs of their second language students.

MYP Assessments

At Oscar Mayer Magnet, we believe that assessments should be given at numerous times during a unit of study in all subject areas. Units of study should have the following:

Formative Assessment: A formative assessment is any assessment during the instruction of the unit that would provide teachers with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit.

Summative Assessment: A summative assessment is given at the end of a unit to allow students to show what they have learned and to provide feedback to the teacher on how well objectives of the unit were reached. The summative assessment expectations should be known by the students before the unit of study begins.

IB MYP Summative Assessments are designed using GRASPS format to provide clarity to students in terms of the task and how they will be assessed.

G – Real-world GOAL

R – Real-world ROLE

A – Real-world AUDIENCE

S – Real-world SITUATION

P – Real-world PRODUCTS or PERFORMANCES

S – STANDARDS – Teachers provide students specific standards for success and rubrics for how they will be assessed.

An example GRASPS assessment is attached.



Unit Title: Why Remember? *Night* Museum

Statement of Inquiry: Identity and humanity can be expressed in writing and shared with a wide audience, impacting them in different ways.

Key Concept: Identity - What does it mean to be human?

Related Concept(s): Audience imperatives, Self-expression

Global Context: Identities and Relationships

Background Info:

Museums are institutions that house the tangible, touchable history of both people and humanity. Teachers often arrange field trips to museums to enhance the lessons being taught in the classroom. Artifacts— which are man-made objects with a purpose, include tools, models, photographs, and writings—can provide insight into the lives and circumstances surrounding particular people or events. They help us remember.

Your GRASP:

Goal: Your goal is to create a museum exhibit to share a deeper understanding of Elie Wiesel’s *Night*.

Role: You are a creative, young designer who wants to open people’s eyes to the truth of the Holocaust.

Audience: You need to convince people (young adults and adults) that the Holocaust should be remembered.

Situation: The challenge involves dealing with one of the darkest and most horrible events in human history, and sharing it in a respectful, reflective way.

Product, Performance, & Purpose: You will create a museum exhibit with 2-3 artifacts and explanations in order to do just that.

Standards for Success: Your work will be assessed by Criterion A & D. Please see the rubric.

Procedure for Creating Your Museum Exhibit:

1. As you read the novel *Night*, identify as many artifacts/objects and quotes from the text that are symbolic of memorable moments in Wiesel’s life. Compile a list of possible “pieces” for your museum.

2. Your exhibit you must include:

a. 2-3 self-created artifacts, each with a display plaque →

Item:

From: Chapter __, pg. __, ¶ __

Quote from text:

Description:

3. Description: Your written explanation must details the event, key figure, key place, and effects of the event on the people and culture, as well as the perspective and experience of the character(s) from the book.

4. For extra credit and for those that are strongly impacted by this text:

a. Include an original piece of artwork. This could be a drawing, painting, or poem.

Presentation

On the due date you will arrange your items for display in the classroom, with some students on Skype with students in Ecuador. Each student will orally present at least one museum piece.

Reporting of Assessment

Reporting on student assessment should have a goal of communicating what students know, understand and can do.

Effective reporting:

- Involves parents, students and teachers as partners
- Reflects what the school community values
- Is comprehensive, honest, fair and credible
- Is clear and understandable to all parties
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

From: Making the PYP Happen ©International Baccalaureate Organization; 2007.

Major forms of reporting used at Oscar Meyer Magnet:

	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing text	Using language
	Student-led Conferences NWEA Student Progress Reports Schools Report Card			
Language Acquisition	<p>Comprehending has been developed and created by the Chicago Public Schools. The report card uses standards-based progress as a text one after week five in each quarter.</p>	<p>Comprehending and creating have been developed and created by the Chicago Public Schools. The report card uses standards-based progress as a text one after week five in each of the four quarters. Report cards are sent home at the end of each semester.</p>	<p>Communicating and creating have been developed and created by the Chicago Public Schools. The report card uses standards-based progress as a text one after week five in each of the four quarters. Report cards are sent home at the end of each semester.</p>	<p>Using language in real world contexts has been developed and created by the Chicago Public Schools. The report card uses standards-based progress as a text one after week five in each of the four quarters. Report cards are sent home at the end of each semester.</p>
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
	Chicago Public Schools Report Card			
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
	IB MYP Report Card			
Mathematics	<p>Knowing and understanding will be sent home at the end of each semester. IB MYP report card progress on the IB MYP criterion in each of the subject areas as four criteria (A-D) and it is a requirement of the IB MYP that each a minimum of two times per year.</p>	<p>Investigating patterns</p>	<p>Communicating</p>	<p>Applying mathematics in real world contexts</p>
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
	Report criteria across subject groups can be summarized as follows.			
Physical Education & Health	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving

Each criterion is scored using an eight point rubric. On the IB MYP report card sent home at the end of each semester, students will only see the IB level of achievement they have reached for each criterion. Ideally, this is the format Oscar Mayer would like to use for showing progression on the MYP objectives. Given the requirements of using letter grades within Chicago Public Schools, Oscar Mayer teachers will use the following scale to translate levels of achievement to the Chicago Public Schools grading scale for the purposes of the CPS report card. A zero on the IB MYP rubric means a student completed the work but did not meet any level one or two requirements. If a student does not attempt or turn in the assessment, then he/she will receive a 0% in Gradebook.

IB MYP level of achievement on a specific subject objective	Percentage put in Gradebook for CPS reporting purposes	Equivalent letter grade
0	59%	F
1	65%	D
2	69%	D
3	75%	C
4	79%	C
5	85%	B
6	89%	B
7	95%	A
8	100%	A

Student Led Conferences

Students in Oscar Mayer’s IB MYP lead their parents through the learning they have accomplished at the end of the first and third quarter of each school year. The student discusses and reflects on their learning as well as identifies strengths and areas for

improvement. Students share self-selected examples of the learning being discussed.

NWEA Student Progress Reports

NWEA progress reports are sent home in the fall and spring of each school year. The progress report shows a student's level on the Measures of Academic Progress (MAP) assessment in both reading and math. MAP is a computerized assessment that adapts to each student's learning level.

Review of Oscar Mayer's IB MYP Assessment Policy

The Oscar Mayer IB MYP Assessment Policy is reviewed annually by the IB MYP teaching team and the school's Instructional Leadership Team.