



ADMS Assessment Policy

Principles of Assessment at Alice Deal

At Alice Deal Middle School, the role of assessment is to support student learning through improved instructional practices and giving students meaningful feedback. Assessment is based on the IB Middle years programme (MYP) objectives and the DCPS subject standards. The IB MYP objectives are subject-specific and are designed to develop students into active participants in the learning process. The IB MYP aims to empower students to become creative, critical and reflective thinkers. The assessment process reflects the overall aims of the IB MYP, providing students with meaningful opportunities to demonstrate their understanding, knowledge, and mastery of skills.

We believe that this model of assessment aims to:

- Improve teaching and learning through use of the teach-assess-reteach cycle
- Reflect the goal of using assessment to improve, inform, and support students' academic growth
- Effectively blend DCPS and IB requirements, expectations, and best practices.

How we Assess

Students are assessed on their progress in class on a variety of assignments and tasks both in school and out. The purpose of these assignments is to measure student understanding of content learned in class and may measure mastery of specific content or growth in a skill. Student assessments will fall into the following three categories:

Student Engagement (10%):

This category includes demonstration of active engagement in schooling through a variety of means, including students submitting work, revising work or creating weekly work plans to manage their time and tasks, and completing their work plans. Work plans may include personalized revision or extension work, as needed. In addition, credit for evidence of listening, speaking, writing, interacting, and/or leading during class discussions or group activities will be included in this category. Absences will not count against the engagement grade.

Student Practice and Application (50%):

This category includes all student work products that practice and apply discrete and cumulative skills acquired from individual lessons throughout a unit. Assignments allow students to integrate skills successfully and to acquire content through application and practice. Tasks leading to the Required Curricular Tasks in the Canvas Course Companions and IB formative assessments are included in this category. If students do not demonstrate proficiency on these tasks, they receive specific qualitative feedback to revise the tasks, raise the grade, and demonstrate increased proficiency. Work in this area should increase in complexity over the course of a unit, building toward cumulative, and IB summative assessments. These assignments are completed in class or outside of class. These assignments can be supported by teachers, peers, or resources.

Assessment (40%):

This category includes all formal evaluations of individual student skills, knowledge, progress, and proficiency. IB summative assessment and assessments in the Required Curricular Tasks in the Canvas

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Course Companions –which are included in this category–range from traditional tests and quizzes to performance-based tasks that demonstrate student skill and knowledge of an entire unit. Assessments are completed independently, within a set amount of time, honoring accommodations, in a formal testing environment. They can be administered by the district or by teachers. Students who do not demonstrate proficiency on assessments receive specific qualitative feedback on revision and revise the assessment to raise the grade and demonstrate increased proficiency.

Rubrics and Criteria

MYP Objectives and Criteria

Each subject has four MYP objectives. The objectives of each subject group state the specific targets that are set for learning in that subject group. They define what the students will be able to accomplish as a result of studying the subject. Each objective is elaborated by a number of strands; a strand is an aspect of indicator of the learning expectation and skill.

MYP assessment criteria measure a students’ work against the MYP objectives. Each criterion has four bands and achievement levels from zero to eight. IB summative assessments and criterion-based formative assessments are judged against MYP criteria. MYP criteria for all grade levels and subject groups are located on the Deal website.

Each MYP objective must be taught and assessed a minimum of two times per school year. The MYP objectives/criteria titles for all subjects at Deal are as follows:

	A	B	C	D
Language and Literature (ELA 6/7/8)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (Chinese/French/Spanish)	Listening	Reading	Speaking	Writing
Individuals and Societies (Geography/World History/US History)	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 context
Arts (Visual and Music)	Investigating	Developing	Creating/Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing idea	Creating the solution	Evaluating



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Community Project	Investigating	Planning	Taking action	Reflecting
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Recording and Reporting

Recording and Reporting Advisory Grades

Student progress will be reported as mid-advisory reports, end-of-advisory DCPS report cards, and end-of-year DCPS report cards. The teacher will determine the advisory DCPS grade using the category weights in the chart below.

Deal uses ASPEN to record percentages for student work. All advisory grades will be determined using the following category and weights:

	Factors	Minimum Requirements	Examples	Grade Percentage Per Advisory
Student Engagement	Active engagement in various academic and inquiry-based activities	Engagement contributes to student learning Student may redo work in this category Absences will not count against students in this category	Review activities Skills practice Class discussions or seminars Exit Tickets Student may redo work in this category	10%
Student Practice and Application	In class assignments that practice and apply discrete and cumulative skills acquired from individual lessons throughout a unit.	Non-criterion based formative tasks may be scored: WS (missing), 63% to 100%. Criterion-based formatives should be designed around IB objectives strands and directly linked to support the	Written work Quizzes Classwork Seminars RCTs Criterion-based formative assessments	40%



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		<p>summative.</p> <p>Scores from criterion-based formatives must be recorded using the DCPS-IB conversion.</p> <p>Formatives are completed in class.</p> <p>Student must redo IB formative based assessments if their score is less than a 5 on a criterion-based rubric to show growth on assessed skills.</p> <p>Teachers must provide substantive (on an IB rubric, feedback on assignment) written feedback to the student within 10 days in addition to reporting the score.</p>		
Assessment	In class assessments that include all formal evaluations of individual students' skills, knowledge, progress, and proficiency.	<p>A total of at least two summative tasks must be given within an advisory.</p> <p>At least one criterion-based formative task must precede each related summative</p>	<p>Projects</p> <p>Unit Assessments</p> <p>RCTs</p> <p>Presentations</p>	50%



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		<p>assessment</p> <p>Teachers must provide substantive (on an IB rubric, feedback on assignment) written feedback to the student within 10 days in addition to reporting the score.</p> <p>If using 2+ criteria for a single task, each criterion must receive a separate score.</p> <p>Each criterion score is converted to a pre-determined correlated percent score using the DCPS to IB conversion chart.</p> <p>Student must redo IB Summative based assessments if their score is less than a 5 on a criterion-based rubric to show growth on assessed skills.</p>		
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Any score for a task that is graded with an IB criterion (Summative assessments and criterion-based formative tasks) will be reported as a percent. Teachers will use the following conversations to report in ASPEN:

8	7	6	5	4	3	2	1	0
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100%	93%	89%	85%	79%	73%	69%	63%	WS
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Multiple Opportunities and Late work

Students may require or request additional opportunities to demonstrate mastery on IB assessments. To retake an assessment, students must speak to their teacher. Re-submitted work can be turned in at any point in the advisory and will be graded by teachers and reported in ASPEN. Students may turn in late work in the event of an absence at any point throughout the advisory. While this work is accepted by teachers throughout the advisory, the highest score that will be reported into ASPEN is an 86%.

Final DCPS Grade

Each advisory is equally weighted and averaged to determine the year-end DCPS grade. Teachers **must not enter** a Final Exam grade for students in ASPEN, as we do not administer final exams.

Reflection and IB Report cards

At mid-advisory, students complete an Approaches to Learning reflection in which students reflect on their progress on specific skill indicators. At the end of every school year, students will complete an IB Report card in which students will consider their mastery of objectives based on a “pattern of performance” in each subject area. The pattern of performance takes a holistic look at student’s score on IB assessments. This IB Report card is separate from the DCPS report card and gives students a chance to consider their progress with the IB criteria.

Rights and Responsibilities

As described above, it is the entire community’s responsibility for students’ success.

At Alice Deal, teachers:

- Collaboratively develop assessment tasks that meet the minimal requirements in the chart above.
- Provide meaningful feedback on assessments to students
- Input student grades into ASPEN for parent and student review

At Alice Deal, students:

- Work to complete each assessment
- Ask for help if they need it
- Ask teachers to retake or redo an assignment in which they did not reach mastery

At Alice Deal, parents/guardians:

- Check ASPEN on a regular basis to further support their student

Alice Deal Middle School Assessment policy as a part of DCPS

As a District of Columbia Public School, Alice Deal follows the District of Columbia assessment requirements. More information about the District of Columbia approach to assessment can be found here: [Secondary Grading and Reporting Policy | dcps](#)