



Assessment Policy

Standard C4.3:

- The school uses a range of strategies and tools to assess student learning.

Standard C4.7:

- The school analyses assessment data to inform teaching and learning.

Standard C4.9:

- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP community project.

The faculty and staff of Campbell Middle school recognize that the purposes of assessment are to inform students of their progress with feedback, to identify strengths and weaknesses, to differentiate instruction, and to shape instructional practices.

At Campbell Middle School, a variety of methods are used to assess student work. Teachers employ rubrics, short answer responses, charts, journals, quizzes, tests, checklists, performance assessment tasks, and anecdotal records to assess formative learning. The MYP rubrics are used in classes as part of the assessment process. Teachers work collaboratively in subject and grade level teams to address the Georgia Standards of Excellence with an IB framework. Classroom assessment strategies are differentiated, as the needs of the learners require.

In each grade level, subject content collaborative planning meetings, data conversations, RTI, Guiding Coalition meetings, students' performance, and school data are reviewed to determine strategies, resources, and programs to implement in order to meet the needs of all students. In doing so, various formative and summative assessments are developed to address the MYP objectives and grading criteria for each subject. The MYP criteria for each subject are used to assess students' performance. Additionally, rubrics and descriptors are devised based on the MYP criteria for each subject.

In the weekly and monthly meetings, documentation of the students' performance and the infusion of the International Baccalaureate Middle Years Programme practices, criteria, assessments and requirements are reflected in the following:

- Content collaborative meetings,
- MYP Unit Plans,



In order to ensure consistency across content areas and grade levels, there are schoolwide structures in place such as a uniform late work policy, and the gradebook set up. The late work policy was created by the Guiding Coalition (Building Leadership Team) and states that teachers deduct 5 points each day the assignment is not turned into the teacher not to exceed the 5th day. Additionally, the gradebook set up was created by the same group of building leaders and states that formative assignments are worth 70% and the summative assignments are worth 30%.

As the staff of Campbell Middle School continues to develop and implement the International Baccalaureate Middle Years Programme framework, time will be spent interpreting the MYP assessment criteria and developing appropriate instructional assignments in order to master the district benchmarks, standards and MYP objectives. The assignments and performance tasks will allow students to become inquirers, critical thinkers and engage in rigorous relevant assignments. Products of students' assessments are displayed as exemplars for others to view as evidence of their learning in the classrooms.