



# **Homestead Middle School**

## **International Baccalaureate Middle Years Programme**

### **Assessment Policy**



#### **Philosophy of Assessment**

At Homestead Middle School, assessment is crucial to support student learning and guiding effective teaching. We believe that assessment must be authentic, fair, and transparent, giving students opportunities to demonstrate what they know, understand, and can do. Our assessment philosophy aligns with the International Baccalaureate mission and the Learner Profile, supporting students in becoming reflective, principled, and independent learners.

Assessments at HMS:

- Encourage continuous growth by providing timely feedback.
- Promote inquiry, creativity, and critical thinking.
- Reflect international mindedness by valuing cultural and linguistic diversity.
- Recognize all students' abilities and supports differentiated approaches to learning.
- Support Approaches to Learning skills.

#### **Rights and Responsibilities**

##### **For Students**

Students are expected to actively engage in their own learning and reflection. They should use self-assessment and teacher feedback to set personal goals for improvement, and they are responsible for upholding academic integrity in all assessments and to reflect about their progress.

##### **For Teachers**

Teachers are responsible for designing assessments that align with both IB criteria and state standards. They provide timely, constructive, and criterion-based feedback to guide student growth. Additionally, there's a collaborative effort to standardize grading for Interdisciplinary units. Teachers also participate in moderation to ensure fairness and consistency across subjects, and they communicate assessment expectations clearly to both students and parents.

##### **For Parents/Guardians**

Parents and guardians play an essential role in supporting student success. They are encouraged to review assessment feedback with their children, participate in conferences, and stay informed about academic progress. By fostering good study habits and promoting responsible learning at home, parents help strengthen the connection between school and family.

##### **For Administrators**

Administrators provide the resources, training, and structures needed to support consistent assessment practices. They ensure that assessment at Homestead Middle aligns with both IB principles and district/state requirements, and they oversee the

implementation and review of the assessment policy to maintain equity and consistency across the program.

### **Effective Assessment Practices**

At HMS, effective assessment is built on five key principles:

- Consistency: Teachers use IB rubrics and shared expectations across subjects.
- Transparency: Students receive assessment criteria at the start of units.
- Fairness and Equity: Assessments are designed with accessibility in mind.
- Balance: A variety of diagnostic, formative, and summative tasks are used.
- Growth: Feedback emphasizes progress and reflection rather than final outcomes.
- Student Voice: Underscores the need for a reflective approach to feedback

### **Implementation of Formative and Summative Assessment**

Assessment is implemented in multiple ways to support learning:

- Formative assessments are conducted during learning to guide instruction (e.g., class discussions, drafts, quizzes, reflections).
- Summative assessments are given at the end of units to evaluate mastery of objectives (e.g., projects, essays, performances, presentations, exams).
- Interdisciplinary assessments and the Community Project allow students to apply skills across subjects and make real-world connections.
- Summative assessments and interdisciplinary units are scored using IB criteria.

### **Use of MYP Assessment Criteria**

IB criteria are central to assessment at HMS:

- Teachers use subject-specific IB rubrics for all summative tasks.
- Descriptors are applied consistently to determine achievement levels (1–7).
- Moderation and standardization take place in teacher collaboration meetings where student work samples are reviewed for fairness and accuracy.

## **Recording and Reporting Student Achievement**

Student progress is communicated clearly and consistently:

- Teachers record results in the electronic gradebook, accessible to students and parents.
- Families receive interim reports and district report cards four times per year.
- MYP report cards are issued twice a year (mid-year and end-of-year), reporting IB criteria and achievement levels (1–7). In addition to achievement levels, they include descriptors of performance.
- Progress is also shared through parent sessions, ConnectEd messages, newsletters, conferences, and the school website.

## **Relationship to Local and State Requirements**

The HMS grading system balances IB principles with state and district expectations:

- IB levels of achievement (1–7) are converted into percentages and letter grades according to MDCPS policy.
- Teachers assess using both IB criteria and state benchmarks, ensuring compliance while upholding IB assessment standards.

*The HMS Assessment Policy is reviewed annually, or as needed, to reflect the expectations of IBO. (Revised August 2025)*