Pelham Middle School
Assessment Policy

Assessment Philosophy Statement

Assessing and reporting student performance is an integral part of the process of teaching and learning. Here at Pelham Middle School, assessments are administered throughout the school year to provide students with regular and accurate feedback on their performance so they are able to reflect and improve as they progress throughout their courses. Student assessment is an essential element in providing educators with information to inform future instruction and to evaluate the overall teaching effectiveness for individuals and groups of students and for general program evaluation. Assessment practices are clearly communicated to students in advance and are directly linked to the content, concepts, and objectives addressed during classroom instruction and associated learning tasks. Assessments should reflect the vision statement of Pelham Middle School and the IB Learner Profile. A variety of assessment models are utilized to provide students with multiple opportunities to demonstrate learning. These models may include a wide range of tasks that encourage inquiry, higher-order thinking, greater conceptual understanding, self-reflection, project-based learning, age-appropriate communication skills, team-work, subject-specific content, and basic skills.

Differentiation

Differentiation is one key to ensuring student engagement and success in the classroom. According to Carol Ann Tomlinson, differentiation "means teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible." When students feel confident and successful in a classroom, they are more likely to participate in classroom lessons and become engaged in classroom learning experiences. Our goal is for students to not only learn, but to enjoy and appreciate the learning process.

Formative and Summative Assessments

Each MYP unit taught at Pelham Middle School will include both formative and summative assessments. Formative assessments are designed to collect learning data for teachers to use to help students continue to learn more about a concept, skill or theme. Formative assessments are often ungraded as the purpose is to provide information to promote and direct further growth. Summative assessments are formulated by teachers to assess students based on a set of objectives for a unit of study. Summative assessments are given

grades based on an MYP rubric designed to measure student success and learning for each of the specific MYP objectives (learning targets) for a specific MYP Unit.

Formative assessments are low-stakes, process-oriented tools used to monitor student learning throughout a unit and identify areas in which the teaching and learning process can be adjusted and improved. These can include peer- and self-assessments. Formative assessments used at Pelham Middle School include diagnostic tests, teacher observation, worksheets, quizzes, student journals, exit slips, graphic organizers, summaries, electronic polling, use of "think-pair-share," etc. Multiple formative assessments should occur regularly throughout each unit.

Summative assessments are high-stakes, product-oriented, and occur at the end of a unit of study. Summative assessments at Pelham Middle School include research papers, projects, student presentations, and performances. Pelham Middle School teachers strive to create summative assessments that are authentic, performance-based demonstrations of learning. These occur at the end of a unit, and there are typically only one or two for each unit of study.

Standardizing Assessment

Pelham Middle School teachers meet regularly with their subject-area and grade-level colleagues to agree upon definitions of qualitative terms used in their rubrics, create task-specific clarifications, and standardize scoring through practice with actual student work. When possible, summative assessments are graded collaboratively, with teachers sharing responsibility for the entire group of students. It is our goal to ensure fairness and consistency through this ongoing standardization process.

External Assessments

In addition to subject-based and interdisciplinary assessments aligned with the MYP criteria, students at Pelham Middle School are also required to take the ERB WrAP, the New York State Common Core exams in English Language Arts and Mathematics, written and performance examinations in science, the New York State Algebra and Earth Science Regents exams, Language Proficiency exams, and final assessments.

Students with Special Needs

Students who have been classified by the Committee on Special Education as having a disability or as entitled to Section 504 accommodation are often granted modifications applicable to testing such as extended time, flexible setting, tests read, use of computer,

directions read and clarified, use of calculator, spelling waived, revised test format, no Scantron, etc. Our regular and special education teachers strive to ensure that all modifications are provided so that these students have the opportunity to demonstrate their learning.

Other Considerations

Teachers at Pelham Middle School provide students with assessment criteria, including any applicable rubrics that are to be used, at the beginning of a unit and in a format and language that is age-appropriate. Teachers should collaborate and communicate with one another when scheduling significant assessments so that students are not overburdened with an unreasonable workload. To curb student procrastination and to formatively assess student progress, teachers should provide "check-in" opportunities for students, scheduled at key points throughout each long term assignment. Students should be given reasonable opportunities to make up or revise work, but they are also expected to take the initiative in speaking to their teachers and arranging new deadlines.

Principles of MYP Assessment

"Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level)."[1]

[1] *MYP: From Principles into Practice*, 78

MYP Assessment Criteria

Each of the eight subject areas has a set of four general objectives, with more specific strands to specify performance indicators in greater detail for each of the four objectives. Each objective strand directly corresponds to a performance indicator of the assessment rubric. These rubrics are used to assess learning for each objective addressed in a given MYP unit within the unit's summative assessment. Each of the rubrics has eight possible achievement levels (1–8), divided into four bands - limited (1–2), adequate (3–4), substantial (5–6), and excellent (7–8). The rubrics for each of the subject-specific objectives are provided to teachers in their MYP subject guides.

Each of the eight subject groups must assess all four objectives and corresponding strands at least twice per school year. The MYP assessment criteria for each of the eight subject groups for years 1 and 3 are outlined below.

The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and Literature	Analysing	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 analysing	Developing ideas	Creating the solution	Evaluating

MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Adapted from MYP: From principles into practice, 2014

Assessment Objectives for each MYP Subject by Assessment Year
Source: MYP Subject Guides

Assessment objectives in Language and literature *(Source: MYP Subject Guides)*

Criterion	Year 1	Year 3
Analysing	i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts.
Organizing	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to

	style suitable to the context and intention.	create a presentation style suitable to the context and intention.
Producing text	i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas.	i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.
Using language	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-

	verbal communication techniques.	verbal communication techniques.

Assessment objectives in Language acquisition *(Source: MYP Subject Guides)*

Criterion	Phase I	Phase 2
Comprehending spoken and visual text	i. identify basic facts, messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
Comprehending written and visual text	i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
Communicating in response to spoken and/or written and/or visual text	i. respond appropriately to simple short	i. respond appropriately to spoken and/or

	phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience.	written and/or visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience.
Using language in spoken and/or written form	i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context.	i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context.

Assessment objectives in Individuals and societies *(Source: MYP Subject Guides)*

Criterion	Year I	Year 3
Criterion A: Knowing and understanding	i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions,	i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through

	explanations and examples.	descriptions, explanations and examples.
Criterion B: Investigating	i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation.	i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance.
Criterion C: Communicating	i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions.	i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information.
Criterion D: Thinking critically	i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of	i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported

	sources/data in terms of origin and purpose iv. identify different views and their implications.	arguments iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations iv. recognize different perspectives and explain their implications.

Assessment objectives in Sciences *(Source: MYP Subject Guides)*

Criterion	Year I	Year 3
Criterion A: Knowing and understanding	i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.	iv. describe scientific knowledge v. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations vi. analyse information to make scientifically supported judgments.
Criterion B: Inquiring and designing	i. outline an appropriate problem or research question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to	v. describe a problem or question to be tested by a scientific investigation vi. outline a testable hypothesis and explain it using scientific reasoning vii. describe how to manipulate the variables, and

	manipulate the variables, and outline how data will be collected iv. design scientific investigations.	describe how data will be collected viii. design scientific investigations.
Criterion C: Processing and evaluating	i. present collected and transformed data ii. interpret data and outline results using scientific reasoning iii. discuss the validity of a prediction based on the outcome of the scientific investigation iv. discuss the validity of the method v. describe improvements or extensions to the method.	i. present collected and transformed data ii. interpret data and describe results using scientific reasoning iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation iv. discuss the validity of the method v. describe improvements or extensions to the method.
Criterion D: Reflecting on the impacts of science	i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and	i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.

	sources of information used.	

Assessment objectives in MYP mathematics *(Source: MYP Subject Guides)*

Criterion	Year I	Year 3
Criterion A: Knowing and understanding	i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.	i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.
Criterion B: Investigating patterns	i. apply mathematical problem-solving techniques to recognize patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether the pattern works for other examples.	i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules.
Criterion C: Communicating	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements ii. use different forms of mathematical representation to present information	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use different forms of mathematical representation to present information

	iii. communicate coherent mathematical lines of reasoning iv. organize information using a logical structure.	iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. organize information using a logical structure.
Criterion D: Applying mathematics in real-life contexts	i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. describe whether a solution makes sense in the context of the authentic real-life situation.	i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. explain whether a solution makes sense in the context of the authentic real-life situation.

Assessment objectives in Arts *(Source: MYP Subject Guides)*

Criterion	Year I	Year 3
Criterion A: Knowing and understanding	i. demonstrate awareness of the art form studied, including the use of	i. demonstrate knowledge of the art form studied, including concepts,

	appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork.
Criterion B: Developing skills	i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.	i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.
Criterion C: Thinking creatively	i. identify an artistic intention ii. identify alternatives and perspectives ii. demonstrate the exploration of ideas.	i. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions ii. demonstrate the exploration of ideas through the developmental process to a point of realization.
Criterion D: Responding	1. identify connections between art forms, art and context, or art and prior	1. outline connections and transfer learning to new settings 2. create an artistic

	learning 2. recognize that the world contains inspiration or influence for art 3. evaluate certain elements or principles of artwork.	response inspired by the world around them 3. evaluate the artwork of self and others.

Assessment objectives in Physical Education *(Source: MYP Subject Guides)*

Criterion	Year I	Year 3
Criterion A: Knowing and understanding	i. outline physical and health education-related factual, procedural and conceptual knowledge ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology to communicate understanding.	i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.
Criterion B: Planning for performance	i. construct and outline a plan for improving health and/or physical activity ii. describe the effectiveness of a plan based on the outcome.	i. design and explain a plan for improving physical performance and/or health ii. explain the effectiveness of a plan based on the outcome.
Criterion C: Applying and performing	i. recall and apply a range of skills and	i. demonstrate and apply a range of

	techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively.	skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively.
Criterion D: Reflecting and improving performance	i. identify and demonstrate strategies to enhance interpersonal skills ii. identify goals and apply strategies to enhance performance iii. describe and summarize performance.	i. describe and demonstrate strategies to enhance interpersonal skills ii. outline goals and apply strategies to enhance performance iii. explain and evaluate performance.

Assessment objectives in Design *(Source: MYP Subject Guides)*

Criterion	Year I	Year 3
Criterion A: Inquiring and analysing	i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of one existing product that inspires a solution to the problem iv. present the main findings of relevant research.	i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design

		brief, which presents the analysis of relevant research.
Criterion B: Developing ideas	i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.	i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.
Criterion C: Creating the solution	i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended	i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as

	iv. list the changes made to the chosen design and plan when making the solution v. present the solution as a whole.	intended iv. explain changes made to the chosen design and the plan when making the solution v. present the solution as a whole.
Criterion D: Evaluating	i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.	i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.

Assessment objectives in MYP projects *(Source: MYP Subject Guides)*

Criterion	Year 3
Criterion A: Investigating	i. define a goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge relevant to the project iii. demonstrate research skills.
Criterion B: Planning	i. develop a proposal for action to serve the need in the community ii. plan and record the development process of the project iii. demonstrate self-management skills.
Criterion C: Taking action	i. demonstrate service as action as a result of the

	project ii. demonstrate thinking skills iii. demonstrate communication and social skills.
Criterion D: Reflecting	i. evaluate the quality of the service as action against the proposal ii. reflect on how completing the project has extended their knowledge and understanding of service learning iii. reflect on their development of ATL skills.

At the end of each school year, students will receive an MYP report card based on the criteria established by each of the eight MYP subjects. Grades on the MYP report card are formalized to demonstrate a student's performance over the course of the entire school year, based on the subject specific objectives as listed above. Each subject area must assess students on each of the four criteria at least twice per year. Each objective has multiple strands which serve as performance indicators for the grading rubrics. These rubrics are used to guide the scoring for individual summative assessments throughout the school year.

Grade Reporting Practices

Here at Pelham Middle School, we feel that regular communication between the school and home regarding student achievement is an essential component in ensuring students' academic success. To this end, teachers are expected to communicate regularly with families via phone, email, or in writing. Parents are able to electronically access the "Parent-Student Portal," which displays all grades that have been electronically entered by each teacher. While report cards are sent home four times each year, during the midpoint of each quarter, interim comments and grades are also communicated to parents. Parent-teacher conferences are held twice each year, and parents may also schedule "team meetings" with all of their child's teachers at once. Teachers are also available throughout the year for conferences, which can be initiated by parents, teachers, guidance counselors, or administrators.

Since our school's policy requires that we record and communicate letter grades (and numerical grades for "high school" courses offered in eighth grade), we currently offer a dual grade reporting process in which letter/ numerical grades are communicated at the end of each of the four quarters, and MYP grades are communicated at the end of the year. Students' progress towards the MYP objectives is also shared during the parent-teacher conferences and other school to home communications.

MYP Achievement Level Conversion to Numerical Percentages

When converting MYP achievement levels to percentage grades, teachers at Pelham Middle School use the following charts:

MYP Achievement Level Conversion to 100% Grade – 4 Assessed Criteria

32/31=100%	28=94%	25=88%	22=82%	19=76%	16=70%	13=64%	10=58%	7=52%	4=46%	1=40%
30=98%	27=92%	24=86%	21=80%	18=74%	15=68%	12=62%	9=56%	6=50%	3=44%	0=38%
29=96%	26=90%	23=84%	20=78%	17=72%	14=66%	11=60%	8=54%	5=48%	2=42%	No evidence=0%

MYP Achievement Level Conversion to 100% Grade – 3 Assessed Criteria

24=100%	21=97%	18=92%	15=85%	12=80%	9=74%	6=68%	3=62%	0=50%
23=99%	20=96%	17=90%	14=83%	11=78%	8=72%	5=66%	2=60%	
22=98%	19=95%	16=88%	13=81%	10=76%	7=70%	4=64%	1=58%	No evidence=0%

MYP Achievement Level Conversion to 100% Grade – 2 Assessed Criteria

16=100%	13=94%	10=87%	7=78%	4=70%	1=58%
15=98%	12=92%	9=84%	6=75%	3=65%	0=50%
14=96%	11=90%	8=81%	5=73%	2=62%	No evidence=0%

MYP Achievement Level Conversion to 100% Grade – 1 Assessed Criteria

8=100%	6=90%	4=80%	2=70%	0=60%
7=95%	5=85%	3=75%	1=65%	No evidence=0%

These charts will be used to ensure that students' achievement relative to the MYP objectives is reflected in their final report card grades.

Policy Review Procedures

After the first year of implementation, the IB Steering Committee will revisit the Assessment Policy to ensure that it effectively meets the criteria and philosophy of an IB MYP school as well as the needs of our school and community. After that first year, teachers, principals, students, and other stakeholders may meet to review the policy as necessary. We will strive to maintain an open dialogue on Assessment throughout the Pelham Schools.