

PROGRESS (Evidence of progress toward mastery of standards thru student work on learning targets)	ACHIEVEMENT (Evidence of mastery of the standards)	APPROACHES TO LEARNING
<p>“Assignments <i>for</i> learning happen while learning is still underway. These are assignments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success. Each one reveals to students increments of achievement and how to do better the next time... This is not about accountability... this is about getting better.”</p> <p>–<i>Classroom Assessment for Student Learning</i>, Stiggins</p>	<p>“Assessment/evaluation designed to provide information to be used in making judgments about a student’s achievement at the end of a period of instruction (i.e. tests, exams, final drafts/attempts, assignments, projects, and performances.)</p> <p>–<i>How to Grade for Learning</i>, O’Connor</p>	<p>“ATL represents general and subject-specific learning skills that the student will develop and apply during the programme and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.”</p> <p>–<i>MYP: From Principles to Practice</i></p>
<p>Progress records will follow these guidelines:</p> <ul style="list-style-type: none"> • All learning tasks will be aligned to learning outcomes derived from the Common Core, content standards and/or International Baccalaureate Middle Years Programme criteria. • Assignments entered into the grade book will denote the standard assessed by the task. • The grade assigned will reflect the student’s progress toward standard mastery, not completion or deadlines (see ATL). • For each standard assessed for achievement, a minimum of three formative learning tasks will be graded and entered. • Students may submit assignments after the due date for full progress credit until the achievement assessment for the unit is given. • Students will be given descriptive feedback and the opportunity to revise and resubmit progress assignments for credit. 	<p>Achievement grades will follow these guidelines:</p> <ul style="list-style-type: none"> • Standards on achievement assessments will be scored on a 0-8 point scale. • Collegial partners will develop scoring guides that are consistent across grade-level subject areas, reflective of IBMYP rubrics and will articulate to students and parents how scores from 0-8 are determined. • Each Common Core, content standard or IBMYP criterion taught within a unit will be scored separately on the assessment and entered separately in the grade book. • Students scoring 0-4 on a Common Core, content standard or IBMYP criterion will be expected to complete additional practice and retesting on the standard to prove greater progress toward mastery. • Students scoring 5-7 on a Common Core, content standard or IBMYP criterion will be offered the opportunity to complete additional practice and retesting on the standard to prove mastery. 	<p>Teachers will score students on 3-5 ATL skills using a 0-8 scale. All teachers will record and report student progress on:</p> <ul style="list-style-type: none"> • Homework Completion • Meeting Deadlines • Academic Honesty <p>Teachers may choose to score students on 1-2 additional ATL skills chosen from this list:</p> <ul style="list-style-type: none"> • Preparedness for Class • Notebook/Binder Organization • Active Participation in Learning • Working effectively in pairs, groups or teacher-led instruction • Leadership • Listening to others • Use of technology • Notetaking skills • Using rubrics effectively • Asking for help • Sportsmanship

