



John Trotwood Middle School and IB World School Assessment Policy

Philosophy : Assessment at John Trotwood Middle School is designed to promote continuous learning, student agency, equity, and growth by using authentic, criterion-related assessment practices that inform teaching and empower students to improve their learning.

Stakeholder	Rights and Responsibilities
Student	• receive timely, meaningful feedback • understand assessment expectations before beginning work • participate in self-assessment and reflection • request clarification about assessment criteria • receive appropriate accommodations • submit authentic work • reflecting on feedback • participating in assessment honestly • completing reassessment plans when appropriate
Teacher	• designing authentic MYP criterion-related assessments • using formative assessment to inform instruction • providing timely feedback • standardizing assessment practices • communicating expectations clearly • ensuring assessment accommodations
Families	• monitoring student progress • supporting student reflection • communicating concerns appropriately • encouraging academic integrity
Administrators	• monitoring implementation • providing professional learning • ensuring consistency across departments • reviewing assessment data

Good Assessment Practices

Assessment at John Trotwood Middle School is the ongoing process of collecting, analyzing, recording, and communicating evidence of student learning to support continuous growth and achievement. Assessments are aligned with IB MYP assessment criteria, unit learning objectives, Tennessee academic standards, and the school's educational philosophy. They provide an accurate representation of students' current knowledge, understanding, skills, and development while honoring the international and intercultural perspectives that define our IB community.

[Last Review September 2026]

We believe that effective assessment is criterion-related, measuring student achievement against clearly defined learning objectives and MYP assessment criteria rather than in comparison to other students. Assessment is authentic, providing meaningful opportunities for students to apply their learning in relevant, real-world contexts. It is differentiated and accessible, ensuring that all students have equitable opportunities to demonstrate their understanding through appropriate supports, accommodations, and varied assessment approaches. Assessment is culturally responsive, recognizing and valuing the diverse backgrounds, identities, experiences, and perspectives of our learners.

At JTM, assessment is ongoing, using both formative and summative assessments to inform instruction, monitor student progress, and provide timely, meaningful feedback. It is also reflective, engaging students in self-assessment, peer assessment, goal setting, and reflection to develop learner agency and ownership of the learning process. We believe that effective assessment requires meaningful interaction between the learner and the assessor. While teachers play a critical role in evaluating student learning, students also actively participate in assessing their own progress and providing constructive feedback to peers, making assessment an essential part of learning rather than simply a measure of learning. Assessment procedures align with the Academic Integrity Policy.

Formative Assessments	Summative Assessments
Formative assessments represent the process of collecting information to gauge student learning. It is part of the everyday learning experience.	Summative assessments are provided at the end of a learning period using authentic context.
Teachers will use formative assessment to consider next steps, develop scaffolds, identify student trends, and create new lessons.	Teachers will develop summative assessments to evaluate the quality and quantity of student learning based on established criteria for success.
Students will use formative assessment to reflect on their learning, consider teacher feedback, and prepare for future learning	Students will use summative assessments to demonstrate their knowledge and ability within a subject.
All formative assessments are automatically weighted as 0 in Infinite Campus so that they will not affect the student's grade.	Summative assessments will be returned to students in a timely manner.
Homework or classwork completion can make up 10% of a student's grade.	Students have re-take opportunities if they do not show mastery level on summative assessments.

At our school, students may experience classroom-level subject assessments (both formative and summative), school-wide progress monitoring assessment (Fast bridge), district-level assessments (quarterly Benchmarks), and state-level end of course exams and TNReady.

Integrating MYP with Local Requirements

While maintaining the required standard grading policy of Metro Nashville Public Schools, our curriculum and our assessment practices strive for alignment with the aims and prescribed objectives of the IB Middle Years Programme. District-created pacing guides and Common Core State Standards are incorporated with the learning objectives and assessment criteria of the IB MYP subject guides and rubrics. Selected Global Contexts, Key Concepts, and Related Concepts are highlighted in all units in order to deepen student understanding, strengthen connections between local and global issues, and to extend comprehension of unit content.

Classrooms have two distinct sets of learning requirements: those prescribed by IB and those prescribed by Metro Nashville Public Schools (MNPS) and the Tennessee Department of Education. In MYP classrooms, student summative assessments account for both sets of learning requirements. Though the grading systems are different, a student's final grade is reflected on the transcript as a number between 0-100 and a letter grade

of A-F. MYP teachers will use the following conversion system to move between MYP achievement levels (0-8) and MNPS number grades (0-100). IB rubrics are expected to be use in all subjects.

MYP	Descriptor	Conversion (%)
-	Student made no attempt on the assignment/ missing assignment	0
0	Does not meet minimum criteria	50
1	Below	63
2	Below	68
3	Approaching	73
4	Approaching	78
5	On track	83
6	On track	88
7	Mastery	93
8	Mastery	98

Student Agency

At John Trotwood Middle School, we believe that assessment empowers students to take an active role in their own learning. Students are encouraged to develop learner agency by setting personal learning goals, using teacher feedback to improve their understanding and performance, participating in meaningful peer assessment, and engaging in regular self-assessment. Before and after summative assessments, students reflect on their progress, identify areas of strength and growth, and establish next steps for continued learning. Students have the opportunity for 1 retake on a summative assessment. Students must submit a mastery content assignment or show clear improvement before taking the retake. Through these practices, assessment becomes a collaborative and continuous process that promotes ownership, independence, resilience, and lifelong learning.

Assessments and Inclusion

Assessments are accommodated for students with exceptional needs as required by their Individualized Education Plans (IEPs) and/or Individualized Language Plan (ILPs). Additionally, because we employ standards-based grading, we offer students many opportunities to readdress non-mastered standards.

Reporting

Students receive grades in a numerical format which aligns to district policy. Currently, reporting of student assessment comes in the form of:

- Infinite Campus
- Schoology Gradebook
- Semester Conferences
- Quarterly Progress reports
- Quarterly report cards
- Family Portal
- Teacher communication

[Last Review September 2026]

MNPS Grading Scale

As of August 2026, the MNPS grading scale is

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F
- I- Incomplete

Policy Review

The John Trotwood Middle School Assessment Policy is a living document that is reviewed annually to ensure continued alignment with the International Baccalaureate (IB) philosophy, Metropolitan Nashville Public Schools (MNPS) policies, Tennessee Department of Education requirements, and the evolving needs of our school community. The review process is led collaboratively by the IB Coordinator, school leadership, teachers, students, and families to ensure multiple perspectives inform continuous improvement. Any revisions will be communicated to all members of the school community through appropriate school communication channels to ensure transparency and shared understanding of assessment expectations.