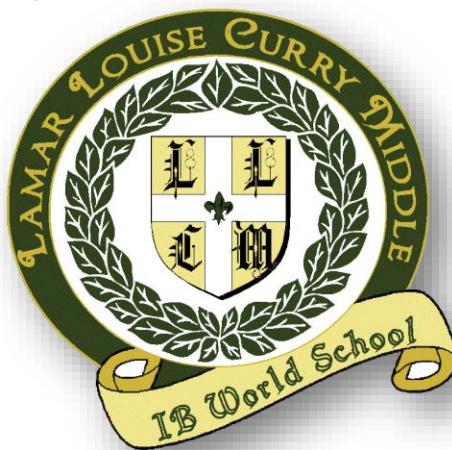


Lamar Louise Curry Middle School
International Baccalaureate Middle Years Programme



Assessment Policy

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I. PURPOSE, MISSION, AND VISION

A. PURPOSE OF THE ASSESSMENT POLICY

The Assessment Policy is a working document developed by a committee of teachers and administrators from Lamar Louise Curry Middle School. Consistent with the standards and practices of the International Baccalaureate Middle Years Programme (IB MYP), this document provides an overview of Curry's beliefs and practices regarding the purpose and use of assessment.

B. MISSION AND VISION

Our mission at Lamar Louise Curry Middle School is to ensure that our students will continue to move forward towards bridging any academic gap while instilling success through character development in a safe and healthy environment. We foresee our students as imminent adults, who will not only set encouraging examples for others, but also offer technologically multifaceted and academically well-formed experiences in fashioning their own futures.

In pursuit of excellence, Lamar Louise Curry Middle School's vision is to empower students with a mature and comprehensive education that will benefit themselves and society. Our school will promote a culture of achievement by providing purposeful and enriching instruction ensuring that students will bridge any academic gap. Our students will benefit from an environment that encourages leadership and positive self-concept. It is also our goal to involve all stakeholders in accepting responsibility for achievement in order to better form partnerships with local businesses, postsecondary academic institutions, and the community. It is our vision that the students of this educational institution exceed expectations allowing a global society to reap the rewards of our dedication to character, leadership, service, scholarship, and citizenship.

Leadership in rigorous education

We acknowledge that in order for students to reach their greatest personal potential, they need to be provided with opportunities that challenge them in the best way possible. Therefore, teachers design authentic, rigorous, and student-centered assessments that promote important skills for 21st century learners and leaders. Throughout their units of study, students develop the Approaches to Learning skills of thinking, communication, collaboration, reflection, organization, information literacy, and transfer. Students are able to demonstrate these abilities, not only for assessments or school work, but also in everyday life.

Inquiring, knowledgeable, and caring citizens

At, LLCMS we make every effort to create opportunities for learning throughout all phases of a unit, including the assessment. By providing students with assessment tasks that also connect to the Global Contexts, we encourage inquiry and a link to real-world scenarios. In addition, we aim to cultivate knowledgeable students, who care about their education by involving them in the assessment process (understanding the rubrics, the scoring process, and giving them choices at times for final product). Teaching students about the MYP objectives and assessment criteria, they are well aware of the expectations and are key players in the search for knowledge. By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can move to the next level of achievement.

Intercultural understanding and respect

Nurturing intercultural understanding and respect among students happens when educators understand and respect the needs of all learners, while providing opportunities for exploration in real-world contexts. Being cognizant of the unique learning needs and language development of each student, we recognize that differentiation is the key to helping all students find success. By providing students with a variety of assessment tasks, we honor the identity of our learners. In addition, through the creation of assessments with real-world contexts, we encourage students to broaden their perspective, promoting international mindedness. At LLCMS, we see the diversity of our learning community, as well as that of our global community, as a positive resource that can enrich learning, providing opportunities for students and staff to heighten their awareness and expand their thinking.



Curry students during our multicultural expo.

II. PURPOSE OF ASSESSMENT

At LLCMS, we believe that assessment is designed to:

- support and encourage student learning
- provide data on student performance, enabling teachers to monitor student progress toward achievement of learning targets
- shape instructional practices through the analysis of data
- determine needs for differentiation of instruction
- inform students of their progress and achievement, identifying areas of growth and providing feedback for learning
- promote reflection among teachers and students



LLCMS Student completing a Lab Report during Science Class. Teachers use different forms of formative and summative assessment to gauge student understanding.

III. PRINCIPLES OF ASSESSMENT

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At Lamar Louise Curry Middle School, our assessment practices reflect our philosophy of assessment:

A. Assessment is authentic, rigorous, and student-centered:

- Assessment is grounded in real-world application and is appropriately challenging.
- Assessment provides multiple opportunities for students to demonstrate what they know, value, understand, and are able to do.
- Assessment is designed to assist students' development of the Approaches to Learning skills, which coincide with 21st century skills.
- Assessment provides students with opportunities to guide their inquiry and continue their learning.

B. Assessment is differentiated:

- Assessment is varied in type and purpose.
- Assessment practices recognize and take into account students with special educational needs.

C. Assessment is a transparent shared process:

- Assessment criteria are shared with students prior to the assessment, making students aware of the expectations at all stages of their learning.
- Assessment practices provide students with opportunities for reflection, as well as peer-assessment and self-assessment.
- Assessment enables ongoing communication between students and teachers.
- Assessment data promotes content-area and interdisciplinary collaboration among teachers.

D. Assessment provides meaningful feedback:

- Assessment focuses on both the learning process and learning outcomes.
- Assessment aligns with the MYP aims and objectives, as well as the Florida Standards of each subject area, informing students and teachers of the level to which learning targets are met.
- Assessment provides teachers with data to reflect upon and drive instructional practices.
- Assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.

IV. THE FOUR PRINCIPLES OF GOOD PRACTICE

A. AFFIRMING IDENTITY AND BUILDING SELF-ESTEEM

Valuing the diverse needs of all members of our learning community affirms identity and promotes self-esteem. For this reason, differentiation is an important part of teaching and learning at Lamar Louise Curry MS. Differentiation can take many forms and can be found in assessments throughout a unit of study, as teachers adjust the content, process, and/or product to meet the needs of the individual learner.

B. VALUING PRIOR KNOWLEDGE

Understanding that students possess various amounts of prior knowledge, and even differing viewpoints on and/or understandings of the same concept, teachers take into consideration students' unique background experiences when planning assessment tasks. Through the use of various pre-assessment strategies, teachers can determine whether they need to:

- bridge a student's experiences with the information they are learning in class
- link the student's past learning in class with new learning
- build background knowledge in the absence of prior knowledge
- provide more rigorous tasks for students who have already been exposed to and mastered the current learning

C. SCAFFOLDING

LLCMS and IB strive to develop lifelong learners. However, in order for students to take ownership of their learning, there must be a gradual release of responsibility, often known as scaffolding. Through scaffolding, teachers help boost student confidence and achievement on formative and summative tasks. For example, teachers may scaffold larger assessments, breaking them into smaller, more manageable tasks, ensuring that all learners can accomplish each step that is a pre-requisite for the next. In addition, rubrics are distributed prior to the assessment task and/or projects; this way the students have a clear understanding of the expectations. Finally, teachers provide meaningful and prompt feedback to facilitate student reflection and goal-setting.

D. EXTENDING LEARNING

To take learning to the next level, teachers provide students with authentic experiences that will extend their thinking. At LLCMS, one of our main instructional goals is to provide student-centered classrooms driven by inquiry. To expedite the achievement of this goal, educators develop authentic assessment tasks that require students to call upon the concepts they have learned and the Approaches to Learning skills they have developed. In addition, teachers aim to create assessment tasks that provide unfamiliar situations in which students can apply their learning in a new context.

V. ASSESSMENT PRACTICES

A. PLANNING FOR ASSESSMENT

- Assessment is integrated into planning, teaching, and learning in all content areas.
- Assessment is planned using backwards design. (Focusing on the MYP aims and objectives, as well as the State Standards, teachers create assessments that will allow students to demonstrate an acceptable level of achievement of those goals.)
- Teachers are thoughtful in their choices to ensure that the strategies, tasks, and tools are appropriate to the learning objectives, the subject area, and the student.
- Assessment is differentiated based on student learning needs.
- Assessment is vertically and horizontally planned throughout the program to ensure age and developmentally appropriate skill development.
- Teachers work collaboratively to design MYP unit planners, assessments, and task-specific rubrics.

B. ASSESSMENT METHODS

1. FORMATIVE ASSESSMENT

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives and the State Standards, formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. See *Assessment Strategies* section for examples.

2. SUMMATIVE ASSESSMENT

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the State/National Standards. See *Assessment Strategies* and *Assessment Tasks* sections for specific examples.

3. EXTERNAL ASSESSMENTS

Several external assessments are required by the State of Florida and LLCMS's school authorizer.

- a. Florida Standards Assessment: Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.
- b. FCAT: The FCAT began in 1998 as part of Florida's overall plan to increase student achievement by implementing higher standards. When in full implementation, the FCAT was administered to students in grades 3-11 and consisted of criterion-referenced assessments in mathematics, reading, science, and writing, which measured student progress toward meeting the Sunshine State Standards (SSS) benchmarks. During the 2010-11 school year, Florida began the transition from the FCAT to the FCAT 2.0 and Florida End-of-Course (EOC) Assessments. Selected grades and subjects participated in FCAT assessments until the final transition was complete. The FCAT Mathematics Retake will be administered in the spring and fall of 2014 and for the last time in spring of 2015. FCAT 2.0 Science and Grade 10 Reading Retake will continue to be administered, while historical FCAT 2.0 information for reading and mathematics is also available. Beginning in spring 2015, the Florida Standards Assessments will be administered.

c. EOC: EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in their course descriptions.

d. DDEOC: Miami Dade County Public Schools has designed District Designated End Of Course Assessments. These assessments are given to any MDCPS class that does not have a state of Florida Designated End Of Course (EOC) exam.

e. ACCESS AND CELLA

- The ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Learners) and Alternate ACCESS for ELLs are assessments developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These assessments are given to English Language Learners annually in order to measure progress toward meeting Florida's Standards for English Language Development, outlined by the WIDA Consortium. Most English learners will take the ACCESS for ELLs. English learners who received Special Education services, and meet certain guidelines, may take the Alternate ACCESS for ELs ("Florida Tests").

The ACCESS tests four areas:

- Listening
- Speaking
- Reading
- Writing

C. ASSESSMENT STRATEGIES

Assessment strategies provide a variety of ways for students to demonstrate their learning. They can be used as methods of assessing students during the learning process, allowing teachers to monitor and further support learning. These strategies can also be used at the end of a unit to assess a student's levels of achievement. When used in conjunction with one another, these assessment strategies present a balanced view of the student.

- **Observation** is a helpful strategy when assessing engagement and skills. Teachers can observe the class as a whole, as well as individual students, while looking at the task from an outside perspective or engaging in the task with the student(s).
- **Selected response** is useful during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be used on end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students' understanding. It

provides students and teachers with immediate feedback.

- **Open-ended tasks** present students with a prompt and allow them to communicate their understanding through an original response. This strategy could take the form of a pre-assessment activity, a discussion (whether a whole class Socratic seminar or small group Reciprocal Teaching), a writing task, or a presentation.
- **Performance tasks** provide students an opportunity to demonstrate the knowledge, skills, and understandings they have gained in relationship to the learning objectives.
- **Process journals** facilitate student reflection, a crucial part of the learning process. While required in some areas of the MYP, such as the use of Developmental Workbooks in the Arts and the Process Journal in the Personal Project, the use of reflective journals in all subject areas is encouraged. These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.
- **Portfolios** provide a means for students and teachers to compile evidence of learning achievements. Portfolios involve students in reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills. Portfolios are particularly useful during student-led conferences.
- **External tests**, such as the previously state and/or district exams.

D. ASSESSMENT TASKS

Assessment tasks are summative assessments created by teachers for a particular unit. These tasks may appear in the form of one of the previously mentioned assessment strategies. Assessment tasks are aligned with the MYP objectives for that subject area, as well as the State/ National Standards, and are used for assigning a MYP score. LLCMS teachers aim to create assessment tasks that are authentic, learner-centered, and inquiry based, so that students can apply their knowledge and skills to real-life situations.

While teachers are free to create tasks that based on their subject area's criteria, the IB MYP does prescribe minimum tasks for each subject area.

Subject Area	Examples Assessment Tasks	MYP Prescribed Minimums
Art (Performing) *Music *Dance	<ul style="list-style-type: none"> Performance (dance or instrument) Researched presentation Composition of music or dance Creation of music video or dance Analysis of music or of dance performance Explanation of musical or dance techniques Reflection of a performance Essay 	<ul style="list-style-type: none"> Two pieces of evidence in which the student places his or her own work in the broader context of the art form studied. Two pieces of work that have reached a point of realization and process work that has contributed to this work, assessed as a whole. Two pieces of student reflection and personal evaluations that relate to his or her artistic processes and development at different stages of his or her work. Two evaluations relating to personal engagement, based on this unit of work.
Art (Visual)	<ul style="list-style-type: none"> Drawing Painting Chalk pastel Graffiti Tile design Clay masks, sculptures, and bowls Written reflection in Developmental Workbooks on creating art and using feedback to inform artwork 	<ul style="list-style-type: none"> *One piece of work from each of the above categories must all come from the same unit. Developmental workbooks
Individuals and Societies	<ul style="list-style-type: none"> 5 paragraph essays Short answer tests Collaborative projects Presentations Choice assignments 	<ul style="list-style-type: none"> An extended writing task, a timed "test", or a choice assignment
Language and Literature	<ul style="list-style-type: none"> Literary Analysis Essay Debate Persuasive Speech Mock Trial Presentations (of varying degree) Poetry Creative dialogues 	<ul style="list-style-type: none"> An essay A piece of creative writing A response to literature

Subject Area	Examples Assessment Tasks	MYP Prescribed Minimums
Language Acquisition	<ul style="list-style-type: none"> Reading and answering comprehension questions about a story, letter, etc. Writing an essay, letter, informational brochure, research paper, etc. Answering questions about a music video, chart, promotional video, invitation, etc. Oral interview following an oral presentation or an oral conversation based on student creation (scrapbook, invention, etc) 	<ul style="list-style-type: none"> A reading comprehension task A writing task A visual interpretation task A speaking task

Mathematics	<ul style="list-style-type: none"> Tests that covers at least 3 areas of mathematics (algebra, geometry, discrete, number sense, data analysis/probability) Investigation of new properties, formulas, etc. Using math skills/concepts to solve a real life problem such as predicting estimated costs/prices, making recommendations based on data/survey, etc. 	<ul style="list-style-type: none"> A broad-based test A real-life problem A mathematical investigation
Physical and Health Education	<ul style="list-style-type: none"> Performance of skills Movement compositions Written exam Social skills and personal engagement recorded for each unit 	<ul style="list-style-type: none"> Two pieces of written work that demonstrate the student's knowledge A video of movement composition Two video performances performance/skills (assessed twice) A social skills and personal engagement evaluation for each unit
Science	<ul style="list-style-type: none"> Design and conduct an investigation Research a problem in which science has been applied and how effective science has been Creative project to demonstrate knowledge End of Unit Exams to demonstrate knowledge and ability to solve problems using new knowledge 	<ul style="list-style-type: none"> A scientific investigation designed and carried out independently by the student An end-of-unit or end-of-term test or examination A piece of writing
Design	<ul style="list-style-type: none"> PowerPoint presentation Excel Spreadsheet Photo display Graphics collage Song digitization Public Service Announcement Screen play Film editing Advertisement Website Blogs 	<p>Each unit must use all the areas of the design cycle including:</p> <ul style="list-style-type: none"> Investigate Plan Create Evaluate

E. ASSESSMENT TOOLS

1. FORMATIVE TOOLS AND FEEDBACK

Assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data also provides feedback to students about their current level of achievement toward the MYP objectives and the State/ National Standards, along with their development of the Approaches to Learning skills. With this feedback, students can reflect on their progress, prepare for the summative assessment task, and make continued growth.

Formative assessment tools include, but are not limited to:

- Teacher tools
 - Warm-up activities
 - Exit slips

- Daily work checks
- Homework checks
- Regularly scheduled quizzes
- Qualitative observation
- Formative rubrics
- Checklists/ check-off system
- Collection of work samples
- Student tools
 - Self-reflection in the form of: journal entries, short essays, charts/ graphs of personal achievement of unit objectives
 - Collection of work samples
- Peer tools
 - Peer-assessment/peer feedback

Methods of providing feedback on formative assessments include, but are not limited to:

- Teacher methods
 - Correction of daily work/ homework, highlighting the process and product
 - Check-ins with students
 - Formative assessment checklist of concepts and skills to inform the student of areas of achievement and areas of growth
 - Scale of proficiency levels: *exceeds, meets, partially meets, and does not yet meet*
 - Rubrics created for formative tasks using IB MYP criteria and State/National Standards
 - Highlighted portions of the MYP rubric to show the student's current performance level
 - Written feedback focusing on what the student can do to improve
 - Written questions/ steps to consider
 - Verbal feedback
- Student methods
 - Self-reflection using rubrics
 - In-class correction and reflections
- Peer methods
 - Critiques/evaluations using rubrics

2. SUMMATIVE TOOLS AND FEEDBACK

Summative Assessments are criterion-related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

Subject Area	Assessment Criteria
Arts	A: Knowledge and Understanding B: Developing Skills C: Thinking Creatively D: Responding
Individuals and Societies	A: Knowledge and Understanding B: Investigating C: Communicating D: Thinking Critically

Language and Literature	A: Analyzing B: Organization C: Producing Text D: Using Language
Language Acquisition	A: Comprehending Spoken and Visual Text B: Comprehending Written and Visual Text C: Communicating D: Using Language
Mathematics	A: Knowledge and Understanding B: Investigating Patterns C: Communicating D: Applying Mathematics in Real World Contexts
Physical and Health Education	A: Knowing and Understanding B: Planning and Performance C: Applying and Performing D: Reflecting and Improving Performance
Sciences	A: Knowledge and Understanding B: Investigating Patterns C: Communicating D: Applying Mathematics in
Design	A: Inquiring and Analyzing B: Developing Ideas C: Creating Solutions D: Evaluating
Interdisciplinary	A: Integrating Knowledge and Understanding B: Learning in Context C: Communicating D: Reflecting

Summative assessment tasks, and the expectations tied to them, are discussed with students prior to the assessment through the distribution and study of the MYP rubrics. These rubrics are clarified using task-specific descriptors with student-friendly language. In addition, students may be involved in the development of task-specific descriptors for the MYP rubrics to aid their understanding of the assessment task and the method of evaluation.

F. ASSESSMENT MEASURES

1. FORMATIVE MEASURES

Formative tasks are measured in various ways including:

- Achievement levels which may be aligned with IB achievement levels

- Achievement levels which may be aligned with Florida State proficiency levels (exceeds, meets, partially meets, does not yet meet)
- Points in the grade book
- Percentages
- Charts and graphs

2. SUMMATIVE MEASURES

Summative tasks are assessed using the IB MYP rubrics. These achievement levels are then translated into a point value so that grades, consistent with national practices, can be calculated.

G. COMMON ASSESSMENT

Due to the small size of our school, common assessments are not necessary because each course is instructed by only one teacher. Despite the lack of need for common assessments, teachers across grade-levels and subject areas work closely together, using collaboration time to:

- align coursework vertically and horizontally
- create MYP Unit Planners
- design assessment tasks
- develop task-specific descriptors for the MYP rubrics
- standardize grading practices
- analyze assessment data

H. 8th Grade (Year 3) Community Service Project (CS Project)

The Community Service Project is a learner-centered project completed by students in MYP year 3 (grade 8). This project promotes inquiry and helps students exercise their independent learning skills.

Whatever topic, issue, cause or product they choose, students call upon the concepts and skills they have gained during their time in the MYP to make their project successful. The CS Project requires students to use the Approaches to Learning skills they have developed, specifically in the areas of information literacy, communication, collaboration, thinking, reflection, and transfer. The CS Project is supported through homeroom, but a majority of the work is completed outside of class. Therefore, it is essential that students also utilize their organizational skills, especially in regards to time management. Each student is given guidance from a staff advisor, with whom they regularly meet. As students work on their CS Projects, they keep process journals. This journal,

along with the final product, report, presentation, and bibliography, are the basis for the CS Project.

Community Project Objectives	
Objective 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
Objective B: Planning	
i.	Develop a proposal for action to serve a need in the community
ii.	Plan and record the development process of the project
iii.	Demonstrate Self-Management Skills
Objective C: Taking Action	
i.	Demonstrate service as action as a result of the project
ii.	Demonstrate thinking skills
iii.	Demonstrate communication and social skills
Objective D: Reflecting	
i.	Evaluate the quality of the service as action against the proposal
ii.	Reflect how completing the project has extended their knowledge and understanding of service learning
iii.	Reflect on their development of ATL (Approaches to Learning) skills

VI. ASSESSMENT RECORDING AND REPORTING

A. IB ASSESSMENT RECORDING AND REPORTING

Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. In some classes, students record this information, either in a portfolio or on a chart/ graph, so they can monitor their own progress. Finally, teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

B. GRADES AND REPORT CARDS

The need for a grade point average (GPA) within Miami-Dade County Public School's system prompts LLCMS to award letter grades, in addition to the IB levels of achievement.

LLCMS's school year is organized on a 4 quarter system. Letter grades are then calculated by averaging a student's points during a quarter.

1st-8th Grades	Numerical Value	Verbal Interpretation	Grade Point Value
A	90-100%	Outstanding Progress	4
B	80-89%	Above Average Progress	3
C	70-79%	Average Progress	2
D	60-69%	Lowest Acceptable Progress	1
F	0-59%	Failure	0
Z	0-59%	Incomplete/Not turned In	0

Official progress reports are sent home with students at each mid-quarter, informing families of students' in-progress grades. At the end of each quarter, report cards are sent home notifying families of students' final quarter grades, as well as overall semester grades. It is a requirement that teachers contact the family –via a Failure Notice document- of any student earning a letter grade of a D or F (prior to the end of the term), so students can demonstrate their learning and possibly help raise their grade point average.

IB Report cards are required twice a year. Grades/scores are compiled using class assignments scored with the IB Criteria and/or using Summative MYP Unit product scores.

Below is an example of the IB Report Card:

LAMAR LOUISE CURRY MIDDLE SCHOOL
International Baccalaureate (IB) Middle Years Programme
MYP Progress Report

Student Name	Grade	Date

The purpose of the IB Progress Report is to show the progress that students are making on the objectives of the International Baccalaureate Middle Years Program. Each of the eight courses in the MYP has a specific subject area guide. These guides spell out the aims (what students will experience or learn), the objectives (what the students will be able to do) and the assessment criteria (how they are evaluated).

Pd.	Course	Teacher	MYP Assessment Criteria				Your points Max. possible	IB Grade	Tchr. Sign
			A	B	C	D			
HR									
1st									
2nd									
3rd									
4th									
5th									
6th									

IB assessment process grading is always criterion-related. Students are measured against specific criteria. Depending on the course and criterion, the level of achievement may be measured on a scale of 1 – 6, 1 – 8, or 1 – 10. In giving a final grade, the MYP uses a scale of 1 – 7, with 7 being the highest.

This report grades progress on MYP tasks only.

IB Grade Scale
7 – Consistent & thorough understanding, higher level thinking, originality & insight applied almost faultlessly in a wide variety of situations
6 – Consistent and thorough understanding, higher level thinking, much originality and insight
5 – Consistent and thorough understanding, usually shows higher level thinking
4 – Good general understanding with some higher level thinking
3 – Limited achievement for most objectives with support
2 – Very limited achievement for all objectives with support
1 – Minimal achievement

I have read the above grades and scale and I am aware of the strengths and weaknesses.

After this form is signed, place it in your portfolio.

Student Signature

Parent Signature

C. SPECIAL EDUCATIONAL NEEDS ASSESSMENT DATA

1. SPECIAL EDUCATION STUDENTS

The families and teachers of Special Education students receive communication through Individual Education Plan (IEP) progress reports.

2. ENGLISH LEARNERS

The families of students who receive English Learning support receive report cards to inform them of their students' performance within English Learning classes. In addition, CELLA scores are sent home annually for English learners.

VII. FAMILY AND STUDENT ACCESS

In order to form a cohesive team, dedicated to educational pursuits, it is necessary to keep families and students well-informed.

A. PLANNERS/AGENDA

The skill of organization is important for students. To facilitate the development of this skill, students in MYP years 1-3 (grades 6-8) are provided a school agenda/planners and participate in student-lead workshops (guided by our Student Services Dept). Students focus on topics such as note writing skills, time management, and reflection. The planners are also used to help reinforce the IB Learner Profile. Currently, we are blending our district's character education initiative titled, "Values Matter," with the IB Learner Profile. The planners help to bring structure to the ongoing process of self-reflection and prioritization. Planners is also a way to promote communication. Teachers can write notes to the parents or quickly share upcoming assessment information by asking the students to post important testing dates.

B. ASSESSMENT CALENDAR

All teachers have access to an electronic assessment calendar. We also post upcoming assessments within our school's online calendar (via Outlook). Our district's testing information site; Oada.dadeschools.net, provides teachers, parents, and students with assessment information throughout the year. In addition, we have linked this calendar to our website so families and students can access this information at any time.

C. APPROACHES TO LEARNING SKILLS FEEDBACK

The Approaches to Learning (ATL) skills are not awarded grades in the IB subject areas. However, subject-area teachers, and homeroom teachers, provide various forms of feedback on students' development of these skills. The ATL skills also serve as a platform for discussion during conferences.

D. STUDENT PORTFOLIOS

Students are provided with an opportunity to reflect on their progress across the subject areas. Students compile work and complete a reflection that demonstrates their level of understanding within each subject area. The evidence is within their student portfolios.

E. CONFERENCES

Conferences are usually paired with Data-Chats. During the conferences, students reflect on the learning process, their current level of achievement in each subject area, interim/benchmark exams, and the ATL skills and Learner Profile traits that have assisted them.

F. GRADE BOOK ACCESS

M-DCPS offers an opportunity for parents to view their child's grade online using the Parent Portal on Dadeschools.net. This access and transparency of academic standings provides the perfect avenue for parent, teacher, and student communication

VIII. RESPONSIBILITIES WITHIN THE LLCMS LEARNING COMMUNITY

The education of students is a collaborative effort, in which all stakeholders play an important role.

A. STUDENTS

Students are expected to:

- Take responsibility for their learning
- Regularly reflect and self-assess
- Complete formative work in preparation for the summative assessment
- Know and use the assessment criteria while completing assessment tasks
- Produce quality work and use the assessment as a way to demonstrate their understanding and grow in their learning
- Submit work that is their own and represents their own efforts and abilities (see *Academic Honesty Policy* for more information)
- Turn in their summative assessment tasks on time

B. FAMILIES

Families are expected to:

- Stay informed about their students' academic progress by regularly communicating with their students and the teachers
- Share important information about their students that may impact their academic performance
- Contact LLCMS teachers, staff, and/or administrative team with any concerns
- Attend conferences

C. TEACHERS

Teachers are expected to:

- Provide multiple and varied opportunities for students to demonstrate their learning
- Differentiate assessments to meet student learning needs
- Design assessments that fulfills the requirements of the *LLCMS Assessment Policy* and the *LLCMS Grading Policy*
- Use a variety of assessment strategies, tasks, and tools
- Inform students of the summative assessment task and expectations, prior to giving the summative task
- Give adequate time for the completion of assessment tasks

- Provide timely and meaningful feedback to students on assessment tasks
- Inform families if a student's letter grade is that of a D or F

IX. CONTINUED EDUCATION FOR STAFF ON CORE PRACTICES AT LLCMS

A. IB TRAINING FOR TEACHERS

A majority of our teachers have attended at least one IB MYP workshop in their subject area. Most teachers have been trained through Category 2, and several have received training through Category 3. These workshops provide helpful information about the objectives and assessment criteria for each subject area. Teachers learn instrumental information regarding assessment design and standardization of grading practices.



Lamar Louise Curry MS Teachers at the IBO Workshops, Miami Beach Convention Center

B. DIFFERENTIATION

LLCMS teachers attend differentiation trainings lead by master teachers from our own staff and/or participate in district lead professional development. Teachers share best practices within these professional learning communities. These trainings help teachers gain a better understanding and of pre-assessment strategies to determine learner readiness. During the 2014-2015 school year, Curry teachers did a training which focused on Norman Webb's Depth of Knowledge (DOK). Depth of Knowledge is an expansion of Bloom's Taxonomy and focuses on rigor. Another workshop focused on the use of assessment data to create smaller teaching groups to better meet the needs of all learners. In addition, we understand the value of providing students with quality feedback to help them increase their performance.

C. COLLABORATION

Teachers collaborate during the planning of school activities, lessons, interdisciplinary units, and professional development. Sharing best practices during weekly meetings and/or monthly professional development opportunities (such as Early Release Days and No Opt days), teachers focus on different ways to enhance their lessons and to help make connections to the other disciplines; as well as, how to further implement the international-mindedness philosophy.

X. POLICY CREATION PROCESS

The Assessment Policy was created by a committee which consisted of the MYP Coordinator, IB Lead Team, Administrative Team, and a panel of IB teachers. The work of the committee was informed by publications from the IBO, as well as example Assessment Policies from other M-DCPS IB World Schools.

XI. COMMUNICATION OF ASSESSMENT POLICY TO LLCMS COMMUNITY

The Assessment Policy is shared with staff, families, and students in a variety of modes of communication. Staff members learn about the Assessment Policy during specific collaboration times set aside for policy; as well as, during the Opening of Schools training. In addition, the Assessment Policy is highlighted to the parents during the IB MYP Informational Night. The policy is available on our website.

XII. BIBLIOGRAPHY

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Miami Dade County Student Progression Plan

<http://ehandbooks.dadeschools.net/policies/93.pdf>

Florida Assessments Policies and Accountability

<http://wwwfldoe.org/accountability/assessments>

Depth of Knowledge

http://wwwapsedu/re/documents/resources/Webbs_DOK_Guidepdf



XIII. APPENDICES

APPENDIX A: Glossary of terms

Abbreviation or Term	Brief explanation
ACCESS for ELs	Assessing Comprehension and Communication in English State-to-State for English Learners
CELLA	Comprehensive English Language Learning Assessment
ATL	Approaches to Learning
Collaboration	Two or more teachers working together to plan instructional units and assessments, standardize grading practices, and/or analyze data.
Differentiation	Adjusting instruction based on students' needs.
ELL ESOL	English Learner Learner English for Speakers of Other Languages
Formative assessment	Formative assessment takes place throughout a course of study and prepares students for the summative assessment task. Formative assessment informs teachers about student learning and guides instruction.
IB	International Baccalaureate
FSA	Florida Standards Assessment
MYP	Middle Years Programme
Summative assessment	While supporting student learning, summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, general at the end of a unit of study.

APPENDIX B: Assessment Practices during a Unit of Study

