
ASSESSMENT POLICY

**Herbert A. Ammons Middle School
International Baccalaureate Middle Years Program**



Philosophy

Herbert A. Ammons Middle School recognizes that assessments of any form are designed to be indicators of learning. Effective assessment places students at the center of their learning and allows teachers to monitor student progress and adjust instruction to improve achievement. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations. To provide us with a clear picture of student achievements, a balance of formative and summative assessment activities is expected, as no one style of assessment will properly cover all the objectives of an MYP subject or appeal to the range of the diverse learning styles in our classrooms.

Aims of Assessment in the MYP

- ✓ support and encourage student learning by providing feedback on the learning process
- ✓ inform, enhance and improve the teaching process
- ✓ provide opportunity for students to exhibit transfer of skills across disciplines, such as in the Community Project and interdisciplinary unit assessments
- ✓ promote positive student attitudes towards learning
- ✓ promote a deep understanding of subject content by supporting students in their inquiries set in real-life contexts
- ✓ promote the development of critical and creative thinking skills
- ✓ reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts
- ✓ support the holistic nature of the program taking into account the development of the whole student.

(MYP: From principles into practice, September 2014. © International Baccalaureate Organization)

IB MYP Assessment

The IB Middle Years Program is an educational framework built around eight core subjects. Units of instruction are designed to be taught through key and subject-specific related concepts, and six global contexts which provide shared starting points for inquiry into what it means to be internationally-minded. These are:

- ❖ Identities and relationships
- ❖ Orientation in space and time

- ❖ Personal and cultural expression
- ❖ Scientific and technical innovation
- ❖ Globalization and sustainability
- ❖ Fairness and development

The single most important aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and provide timely feedback to students on their performance. MYP assessment aims to identify what students know, understand, can do and feel at different stages in the learning process and to provide a basis for practice. Teachers and students actively engage in writing assessment criteria that is challenging, engaging and age appropriate.

Assessment plays a significant role in the development of approaches to learning. Subject assessments encourage students to sharpen their research skills, become more organized, work more effectively in groups, and develop critical problem solving skills. Unit task assessments help to measure progress aligned to successfully meeting the Florida Standards, IB MYP approaches to learning, and each subject area's learning criteria. Assessment rubrics contain matrices for measuring student performance.

The assessment criteria and point values vary for each of the eight disciplines; all are derived from four core components:

- **Knowledge:** Facts that the student should be able to recall to ensure competence in the subject
- **Understanding:** How the student will be able to interpret, apply or predict aspects of the subject
- **Skills:** Shown through tasks that allow the student to apply what has been learned to a new situation
- **Attitudes:** Ways in which the student is changed by the learning experience

Types of Assessment

Students have various opportunities to demonstrate what they know and are able to do. In our multiple measures approach to assessment, there is a balance between formative / summative and assessment practices. Feedback for students and teachers is shared through rubrics, dialogue, written reflection, anecdotal records and narratives, in addition to numerical indications of mastery.

The following types of assessments will be used:

- pre- and post-tests
- formative assessments collected throughout the learning process
- summative assessments which take place at the end of the specified unit
- rubrics used to judge student work in relation to identified levels of attainment
- student portfolios and student-led conferences with parents
- self-assessments
- written responses and reflections
- essays and reports

- portfolios
- class discussions
- Miami-Dade County Public School (MDCPS) benchmark and interim assessments
- End of Course Examinations
- District Designated Assessments
- Accelerated Reader
- Florida Standards Assessment (FSA) in Mathematics and Reading for students in grades 6-8
- teacher-made tests and quizzes
- 8th Grade Community Project
- Miami-Dade County Public Schools report cards (four times per school year)
- Interim Progress Reports
- MYP Progress Report Cards based on work assessed using IB assessment criteria (grades 6-8)

Student Portfolios

Student portfolios are required in order to receive an IBMYP Certificate. With guidance from all of their teachers, each student in grades 6-8 will keep a portfolio that includes samples of their work produced during the course of the current school year. Students will be asked to choose from a variety of assignments in all academic subjects, and are expected to reflect upon what they learned, the quality of the chosen selections, and make connections to the particular Global Context that was the focus of the unit. Student portfolios are assessed each year. Portfolios are divided into sections and serve to demonstrate the culmination of three years of work from the student's sixth through eighth grade. Portfolios are

Assessment Reports and School Communication

Assessments should support and encourage student learning by providing feedback and should measure achievement through the objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting intercultural awareness. Assessments are critical tools used to develop effective teaching and should provide parents, teachers, and administrators with information to support student learning.

Ammons Middle School effectively communicates with parents and students by:

- Providing students with copies of the criteria in each subject area at the beginning of each course
- Assessing students twice a year using an MYP Progress Report Card
- Sending phone messages by the principal to alert parents of important assessment dates, along with other important announcements
- Sending home a monthly calendar of events with announcements which is also made available on the school website
- Distributing interim numerical grade reports every 4.5 weeks and report cards every 9 weeks
- Hosting parent information sessions regarding standardized tests and other relevant information

- Using an online grade book to allow parents continual live access to student's grades
- Facilitating individual student / parent team conferences that are scheduled upon parental or teacher request

Miami-Dade County Public Schools Grading Policy

Students will be graded using the Miami-DCPS grading scale:

A	=	3.5 - 4.0	(90 – 100%)
B	=	2.5 - 3.49	(80 – 89%)
C	=	1.5 - 2.49	(70 – 79%)
D	=	1.0 - 1.49	(60 – 69%)
F	=	0.0 - 0.99	(0 – 59%)