ADA MERRITT K-8 CENTER

ASSESSMENT POLICY

School Assessment Philosophy

Ada Merritt K-8 Center recognizes that teaching, learning, and assessment are tightly connected.Accomplished teachers ground their instructional decisions in their knowledge of students as people and as learners, as well as in their knowledge of the subject they teach. They recognize that students have different learning styles and diverse cultural backgrounds. To address this variety of needs, assessment at Ada Merritt K-8 Center takes many forms. Teachers set high expectations for all students as stated in our school mission *"…a place where children always come first, where high expectations and standards are the norm…"* They encourage students to reflect on and take ownership of their own learning. They gather evidence about their students' knowledge and experiences and engage them in inquiring into new areas. They encourage them to strive and develop as open-minded, knowledgeable, and principled thinkers.

Assessment Types

To address a variety of needs, teachers at Ada Merritt K-8 Center use a variety of assessment methods and tools to evaluate students' progress while constantly reflecting and evaluating their own practices as well:

- diagnostic assessment
- formative assessment, on-going throughout the year
- summative assessment, at the end of each unit
- IB Learner Profile Report is sent twice a year: midyear and end of the year (PYP)
- IB Learner Profile self-Assessment twice a year (MYP)
- state and district mandated assessments at times prescribed for all public schools in the region
- qualitative assessment of student service (MYP)
- PYP and MYP portfolios
- development workbooks and process journals
- self and peer assessment
- classroom individual and group projects
- oral and digital audio-visual presentations
- quizzes, exit tickets, observations
- PYP exhibition and MYP Community Project
- differentiated Assessments.

Rights and Responsibilities of Members of the School Community

- Leadership Team
  - Monitor student progress in order to identify areas of difficulties and needs for support
  - Collaborate with parents of students with difficulties and identify support strategies
  - Coordinate and offer professional development opportunities to ensure all staff understand and applies the school's and IB's assessment practices
- Teachers
  - Plan and assign assessments that meet the needs of all learners
  - Analyze assessment results to inform instruction
  - Provide a variety of assessment opportunities both formative and summative
  - Understand the use of criterion or rubric referenced assessments
  - Share and explain task specific rubrics when assigning summative assessment
  - Collaborate with subject area colleagues to standardize assessments
  - Monitor student progress and collaborate with parents to address students' needs
  - Support student agency and encourage them to develop a sense of ownership over their own learning
- Students
  - Strive to know themselves as learners
  - Monitor their grades on student portal

- Ask for help or clarification when needed
- Welcome and apply constructive feedback as guidance for further learning
- Develop an appreciation for the value of teacher, peer, and self-assessment

- Parents
  - Monitor child's progress on parent portal
  - Collaborate with school to address issues
  - Understand IB assessment philosophy and practices
  - Contribute to the assessment process by sharing relevant information and working with school staff to best meet their child's need.

District and State Assessment Practices and Requirements

- **Standardized Assessment**
  The school district schedules required assessments throughout the year and State standardized assessments at the end of the year: Stanford Achievement Test (SAT), Florida Standards Assessments (FSA), End of Course exams (EOC), Statewide Science Assessment, and Advanced Placement exam in grade 8 Spanish language and culture.
- **On-going Assessment**
  Assessments are graded using a A-F scale or 100% scale. Grades are entered in an online gradebook available to all students and parents. Teachers are required to enter a minimum of 2 grades per week/subject.
- **Reporting**
  The school issues a grade report at the end of each quarter and a progress report mid-way through each quarter.
- **Accommodations**
  Accommodations are made throughout the year and during testing for students with special needs as listed on their educational plan, in accordance with the school's inclusion policy.

Assessment in the PYP

Assessment is central to the Primary Years practice guiding students through the essential elements of learning including the understanding of concepts, the acquisition of knowledge and skills, the development of approaches to learning and the decision to take responsible actions. Grade level teams collaborate to complete a check list of all the essential elements to make sure each of them is targeted during the school year and throughout the units of inquiry. Assessment is a continuous process that allows teachers, parents and children to identify areas of strength and areas for further growth.

Learner Profile Assessment is ongoing throughout the learning process. An IB Learner Profile Report is sent home twice a year; midyear and at end of the year (Primary Report and Intermediate Report).
Students in the primary grades kindergarten through second grade orally discuss their progress with their parents. Subsequently, parents are encouraged to write their own reflections on the report. Students in third through fifth grades will reflect on their strengths and weaknesses based on their progress in relation to the attributes of the IB Learner Profile.

PYP Unit Showcasing

All units of inquiry conclude with a summative assessment. Students follow teacher created rubrics as a guideline to create their projects. Also, each grade level will select a unit of inquiry of their choice to showcase with the Ada Merritt Community of Learners (classmates, parents, and other staff members). At the beginning of the school year the Grade Level Representative will meet with their grade level teams to make the selection. The coordinator will organize and publish this activity. Showcasing may include but is not limited to theatrical presentations, museums, classroom visitations, and exhibits.

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The PYP Fifth Grade Exhibition as a Summative Assessment

Students who are in fifth grade are expected to carry out an extended, collaborative, inquiry project, known as the PYP Exhibition. Students complete this project under the guidance of their teachers, specialists, and mentors. The Exhibition requires that students demonstrate the five essential elements of the program. Students follow an exhibition guideline to complete their projects. The students are evaluated in the different components of the Exhibition: research paper (magazines), documentation (journal), oral presentations and responsible actions.

Assessment in the MYP

As outlined by the International Baccalaureate, assessment in the Middle Years Programme is criterion-based. Students are regularly assessed through formative as well as summative assessment tasks in each subject. Formative assessment tasks are assigned throughout the unit to assess mastery of local standards, of content and skills that will allow students to complete the summative assessment and meet the targeted objectives.

Summative assessments are given at the end of the unit. They are used to determine how well students have mastered the content and skills taught over the course of the unit. Students' performance on the summative assessment is evaluated using a rubric for each of the targeted IB objectives.

MYP Assessment practices:

- all summative assessments are scored using MYP assessment criteria (appendix A)
- each strand of each criterion must be assessed at least twice a year
- since Ada Merritt is implementing a three-year program, year 1 and 3 teachers use year 1 and 3 objectives, year 2 teachers use either, depending on the time of the year or the level of their students
- when assigning a task, teachers provide students a rubric for each assessed objective. The rubrics outline what students will need to do in order to meet the targeted objectives
- teachers ensure that students understand the rubric, explain command terms and level descriptors, provide task specific clarification to ensure that all students know what they will need to do to reach each achievement level of the rubric (appendix B)
- teachers score student work based upon a "best fit approach" proceeding as follows:
  - use the appropriate assessment criteria
  - for each selected strand/criterion, identify which achievement level best describes the student's performance, starting at 0, until reaching the level that best describes the work sample
  - observe the pattern of achievement across levels for the relevant strands
  - use professional judgement to select the level (0-8) that best matches the student's work
  - record the score on the rubric and provide feedback: areas of excellence, areas for growth
- for each unit, teachers select and keep three student work samples reflecting a low, medium, and high performances
- teachers use work samples to collaborate with colleagues and standardize assessments.

Recording students' grades:

- to enter the assigned MYP scores in the **district** online gradebook, teachers must convert 0-8 scores into A-F or % scores using the conversion table in Appendix C. The assignment title must reflect the assessed criteria.
- to keep track of assigned **IB grades**, teachers record MYP scores in an Excel grade sheet
- at the end of the year, they enter a final grade for each criterion in the excel gradebook and generate a final grade for the subject.

Reporting IB scores:

Ada Merritt K-8 Center communicates students' MYP grades in all subjects and criteria at the end of the year and issues a final grade report. (Appendix D)

Other Reporting on Student Progress

- student/parent team conferences are scheduled upon request from students, parents or teachers
- students select 6 work samples per year for their portfolio and include a reflection for each sample. The portfolio also includes reflection on service, extracurricular and family activities, and self-assessment on the development of learner profile attributes and approaches to learning skills
- student-lead conferences for all students at the end of the year: parents are invited to come to school, review their child's student portfolio, and provide feedback.

Assessment Policy Review Process

To ensure that the assessment policy is a working document and a resource for all members of the school community, it is revised regularly by a steering committee. Members of the steering committee include representation from the leadership team and teachers. Revisions aim to reflect changes in the needs of the local community, and changes in district or IB requirements. The assessment policy is reviewed annually by the faculty and by a group of parents and students, who are invited to provide feedback and suggestions. All school policies are shared with the community on the school website at http://adamerrittk-8center.org and in the Parent and Student Handbook.

Resources:

Assessment in the Primary Years Programme

- From principles into practice pages 81-85
- Further guidance for developing MYP assessed curriculum
- Applying a best fit judgement
- Reporting student achievement

Last review date: August 30, 2022

Appendix A

MYP assessment criteria across subject groups

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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 analyzing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Inter disciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Appendix B: Sample MYP Rubric

Mathematics **objectives** and **strands**

Criterion A: Knowing and understanding (Maximum: 8)
At the end of year 1, students should be able to:
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.

Achievement levels (0-8)

Level descriptors: qualitative value statements describing a range of student performance

Command terms

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.	
3–4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.	
5–6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.	
7–8	The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.	

Appendix C

MYP Criteria Grade Conversion Table

IB Criteria Score	M-DCPS GRADES	
	%	Letter Grade
8	95-100	A+
7	90-94	A-
6	85-89	B+
5	80-84	B-
4	75-79	C+
3	70-74	C-
2	65-69	D+
1	60-64	D-
0	Less than 60	F

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Appendix D- MYP Record of Achievement

Student performance on MYP assessment tasks is evaluated against the published assessment criteria for each subject and graded from 0 to 8. In awarding a **final criteria grade**, teachers use the "best fit IB grade" approach. Using the boundaries guidelines, teachers award a final IB subject grade on a scale of 1-7.

MYP Year 3: Final Grade Report for **«First_Name» «Student_Name»** **Date: «Date»**

Subject	Teacher	Assessment Criteria	Score/Max 8	Final Grade/7
Language and Literature	«LL_Teacher»	A: Analyzing	«A»	
		B: Organizing	«B»	
		C: Producing Text	«C»	
		D: Using Language	«D»	
Language Acquisition	«Lang_Acq_Teacher_»	A: Listening	«A»	
		B: Reading	«B»	
		C: Speaking	«C»	
		D: Writing	«D»	
Individuals and Societies	«IndSoc_Teacher_»	A: Knowing and understanding	«A»	
		B: Investigating	«B»	
		C: Communicating	«C»	
		D: Thinking critically	«D»	
Language B Humanities	«Lang_B_Hum_Teacher»	A: Knowing and understanding	«A»	
		B: Investigating	«B»	
		C: Communicating	«C»	
		D: Thinking critically	«D»	
Science	«ScienceTeacher_»	A: Knowing and understanding	«A»	
		B: Inquiring and designing	«B»	
		C: Processing and evaluating	«C»	
		D: Reflecting on the impacts of science	«D»	
Mathematics	«Math_Teacher_»	A: Knowing and understanding	«A»	
		B: Investigating patterns	«B»	
		C: Communication	«C»	
		D: Applying Mathematics in real-life contexts	«D»	
Arts	«Arts_Teacher_»	A: Knowing and understanding	«A»	
		B: Developing skills	«B»	
		C: Thinking creatively	«C»	
		D: Responding	«D»	
Physical&Health Education	«PH_Ed_Teacher»	A: Knowing and understanding	«A»	
		B: Planning for performance	«B»	
		C:Applying and performing	«C»	
		D: Reflecting and improving performance	«D»	
Design	«Design_Teacher_»	A: Inquiring and analyzing	«A»	
		B: Developing ideas	«B»	
		C: Creating the solution	«C»	
		D: Evaluating	«D»	

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Final Grade Descriptors

Grade	Boundary guidelines	Grade Descriptor
1	1-5	The student produces work of **very limited** quality. Conveys **many significant misunderstanding** or **lack of understanding** of most concepts and contexts. **Very rarely** demonstrates critical or creative thinking. **Very** inflexible, **rarely** using knowledge or skills.
2	6-9	The student produces work of **limited** quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. **Infrequently** demonstrates critical or creative thinking. **Generally** inflexible in the use of knowledge and skills, **infrequently** applying knowledge or skills.
3	10-14	The student produces work of **an acceptable** quality. Communicates **basic** understanding of many concepts and contexts, with **occasionally** significant misunderstandings or gaps. Begins to demonstrate some **basic** critical and creative thinking. **Is often** inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	The student produces **good-quality** work. Communicates **basic** understanding of most concepts and contexts, with **few** significant misunderstandings and **minor** gaps. **Often** demonstrates **basic** critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	The student produces **generally high-quality** work. Communicates **secure** understanding of most concepts and contexts. Demonstrates critical and creative thinking, **sometimes** with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with some support, some unfamiliar real-world situations.
6	24-27	The student produces **high-quality, occasionally innovative** work. Communicates **extensive** understanding of concepts and contexts. Demonstrates critical and creative thinking, **frequently** with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, **often** with independence.
7	28-32	The student produces **high-quality, frequently innovative** work. Communicates **comprehensive, nuanced** understanding of concepts and contexts. **Consistently** demonstrates sophisticated critical and creative thinking. **Frequently transfers** knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Student Reflection:

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_____

Student signature_____ **Date** _____

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