



## Frank C. Martin International K-8 Center IB Middle Years Programme Assessment Policy

### Philosophy of Assessment

Assessment at Frank C. Martin International K-8 Center encompasses the processes of collecting, measuring, analyzing and reporting data of what students know and can do. How and when we evaluate students directly affects planning, teaching and learning. Effective assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment determines students' levels of understanding using formative assessment which seeks to identify their learning needs as they engage with subject content; and summative assessment which serves to support student learning and contribute to the determination of an achievement level at the end of a learning period. Assessment is managed through an active partnership among all stakeholders: students, teachers, and parents/guardians.

### Principles of Assessment

- ✓ Assessment is key to planning, teaching and learning;
- ✓ Assessment practices are clear and concise to all members of the community (i.e., teachers, parents, and students);
- ✓ Assessments are consistent and grade-level appropriate;
- ✓ There is a balance between formative and summative assessment;
- ✓ There are opportunities for both peer and self-assessment;
- ✓ There are opportunities for students to reflect on their own learning;
- ✓ Teachers provide students with feedback for future learning;
- ✓ Assessment is diverse and varied to address different learning styles;
- ✓ Assessments are meaningful and relevant to the student;
- ✓ Assessment is connected to Florida's Standards Assessments
- ✓ Statewide Science Assessment
- ✓ End-of-Course (EOC) Assessments;
- ✓ Assessment is connected to the IB Learner Profile, Approaches to Learning skills, key and related concepts, and global contexts.

### IB MYP Assessment

The IB Middle Years Programme 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 that 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 actively engage in writing assessment criteria (grades 6-8) that are challenging, engaging and age-appropriate. Assessment also plays a significant role in the development of Approaches to Learning (ATL), which encourages students to sharpen their research skills, become more organized, work more effectively within groups and develop critical thinking, and problem-solving skills.

- Assessment rubrics contain matrixes for measuring student performance;
- Unit task assessments measure progress that students in grades 6-8 are making to successfully meet the Florida Assessment Standards, as well as IB standards based on objectives and assessment rubrics from the relevant IB subject guides.

The assessment criteria vary for each of the eight subject area groups, but are derived from the following four core components of the MYP:

- **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.

### Assessment Practices in the MYP

At Frank C. Martin we are committed to utilizing a wide variety of testing methods and formats to assess our students' knowledge, growth and ability to apply skills and concepts. All teachers will be responsible for setting aside time at the end of each quarter for student self-reflection during the context of any and all classroom activities. The following types of assessments will be used:

- formative assessments collected throughout the learning process;
- performance assessment collected via audio and/or video recording
- 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 (physical/virtual) and student-led conferences with parents physical or via zoom;
- self-assessments, written responses and reflections;
- essays and reports;
- teacher-made tests and quizzes;
- student-created projects;
- class discussion;



- Miami-Dade County Public School (MDCPS) benchmark and interim assessments;
- Florida Standards Assessment (FSA) in Mathematics and Reading;
- 8<sup>th</sup> Grade Community Project;
- Miami-Dade County Public Schools Report Cards and Interim Progress Reports;
- MYP Progress Reports based on work assessed using IB assessment criteria.

### **Student Portfolios**

With guidance from all of their teachers, each student in grades 6-8 will keep a portfolio (physical/virtual) 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. Portfolio selection will take place once per grading period.

### **Assessment Reporting**

In an effort to inform students and parents about the progress that students are making towards meeting IB standards, IB criteria (1-7) are reported in each subject in the form of a student Progress Report. Criteria scores for each subject are also included in the Progress Report. The point scores indicate a student's level of achievement in a minimum of two summative assessments, graded using MYP Assessment Criteria.

**Adopted by consensus of the faculty on ...**