



College Park Middle School International Baccalaureate World School Assessment Policy



College Park Middle School believes in and values students' ability to be inquirers, risk-takers and thinkers; to communicate knowledge and understanding in real world contexts as open-minded, reflective, principled and caring learners. To this end, our assessments are designed to provide meaningful feedback during the teaching and learning process and measure student mastery of the Florida State Standards and the IB MYP objectives.

We believe that meaningful assessment:

- provides opportunities for students to demonstrate their knowledge, understanding, skills and attitudes
- considers students different learning styles, special needs, prior knowledge, mother tongues and linguistic abilities, cultural diversity and multiple perspectives
- promotes student development of critical thinking, verbal reasoning and reflection
- provides timely and meaningful feedback to students and parents in order to monitor progress during the learning process and after the unit of instruction is complete
- informs teaching and learning practices

Formative assessment:

- **Purpose:** allows for monitoring of progress and growth during the teaching and learning process, allows teachers to provide meaningful feedback on the learning process and growth, allows teachers to remediate, accelerate, extend, or differentiate based on student needs.
- **Types:** exit slips, quizzes, short writing assignments, Kahoot, simulations, experiments, Socratic Seminars, Cornell Notes, Venn-diagrams, presentations, think-pair-share, Close Reading, visible thinking routines and teacher observation.

Summative assessment:

- **Purpose:** allows students to demonstrate their knowledge and understanding after the teaching and learning process with authentic performance based real world tasks, allows teachers to evaluate a student's level of mastery in the MYP criteria and award a level of achievement, allows teachers modify future units of study, teaching strategies and learning experiences based on student assessment data.
- **Types:** writing assignments, oral and visual presentations, portfolios, research projects, process journals, hands on labs and simulations, debates and performances.

State and local requirements:

Students in the state of Florida must learn the Florida State Standards. Student mastery of the standards is assessed on the Florida Standards Assessment (FSA) and End of Course Exams (EOC) administered annually in grades 3-10. In Orange County Public Schools, for courses not assessed by the FSA or EOC Common Final Exams (CFE), student mastery is measured with a locally created 40 question Common Final Exam (CFE) at the end of the course. FSA scores are used to determine student placement in courses. EOC scores are calculated into a student's district grade for the course with a weight of 30%. CFE scores are calculated into a student's district grade for the course with a weight of 20%.

Recording and reporting local requirements:

Orange County Public Schools records student achievement using a ten-point 100-50 percentage scale which is reported using an A-F letter grade. Teacher's record progress into Skyward online and grades are simultaneously reported to students and parents through Skyward online access. Teachers are required to record at least two assessments a week. Progress Reports are sent to families in the fifth week of the quarter and Report Cards are sent at the end of each nine-week quarter. Semester courses report a final semester grade and year-long courses report a final grade at the end of the year.

Assessment Criteria:

Each subject group has four assessment criteria that are used to determine a student's progress in their use of knowledge, understanding, skills and attitudes.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and/or visual text	Comprehending written and/or visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting and 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
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting
MYP Projects	Investigating	Planning	Taking action	Reflecting

Each criterion is assessed using a rubric that is divided into five bands. Each band has a specific description of the level of achievement for each strand or learning expectation. Each strand must be assessed at least twice two times over the course of a school year in each subject group.

Level of Achievement	Descriptor
7-8	Exceeds expectation
5-6	Meets expectation
3-4	Basic understanding
1-2	Limited understanding
0	No understanding demonstrated

Recording and reporting MYP criteria:

Student achievement levels on summative assessment tasks are determined using the MYP criteria for the students grade (7th grade uses MYP year 1 and 9th grade uses the MYP year 5). Each teacher records the 0-8 achievement level for each student assignment and provides appropriate feedback recommending areas for improvement. Scores are reported in Skyward using the 100-50 percentage score using the following conversion.

IB MYP achievement level	OCPS percentage score	OCPS letter grade
8	100	A
7	95	A
6	90	A
5	80	B
4	75	C
3	70	C

2	65	D
1	55	D
0	50	F
no work submitted	missing	F

Resources: Glenridge Middle School Assessment Policy, Jackson Middle School Assessment Policy, Carver Middle School Assessment Policy, Guidelines for developing a school assessment policy in the Middle Years Programme.

Date modified: June 1, 2019. The policy will be reviewed every two years.