



North Dade Middle School IB Middle Years Programme Assessment Policy

Philosophy of Assessment

All students will benefit from assessment practices that ensure that the learning community is accountable for excellence in and out of the classroom, and that provide learners with continuous and reflective opportunities to demonstrate new knowledge, skills, and social responsibilities. Assessment practices will be reviewed periodically to reflect best practice and continuous alignment with MYP standards for assessment.

Principles of Assessment

- To optimize learning so that learning happens through the process of and not just prior to assessment.
- To inform and guide teaching practices.
- To evaluate our program of studies and expectations for rigor
- To provide learners, parents, and educators with meaningful, valid feedback about a student's progress and levels of achievement
- To identify struggling learners and recognize growth and achievement.
- To provide students and families an opportunity for goal setting

Assessment Practices

- We assess formatively in order to gain information to guide teaching and improve student performance.
- Ongoing assessment during a unit of study that provides feedback on student work to help them improve. Teachers and peers may give quick, detailed feedback that allows students time to make self-adjustments.
- Examples of formative assessments may include pre-tests, quizzes, written reflections, entrance or exit activities, writing samples, performances, lab reports, etc.
- We assess summative in order to validate each learner's progress toward defined standards of achievement and to hold our learners to the highest levels of application and transfer of their learning.
- These assessments occur towards the end of a unit of inquiry and are used to determine each student's level of achievement in the Middle Years Program (MYP) subject-area objectives. Authentic summative assessments prompt students to action and communicate learning to parents/guardians, students and teachers.
- Examples of summative assessment may include essays, examinations, questionnaires, investigations, research, performances, presentations, and creation of solutions in response to problems.

Assessment Criteria

- The MYP offers a criterion-related model of assessment. With criterion-related assessment, all learners have the same target of exceeding standards. Criterion-related assessment focuses on students as individuals, and tells learners what they are supposed to know, understand and do. Since not every student is able to master all aspects of a topic at the same pace, success is defined at given levels and measured against set objectives.
- Teachers structure varied and valid assessment tasks that allow learners to demonstrate achievement according to the required MYP objectives within each subject group.

Each subject criteria are assessed a minimum of two times each year. The subject criteria are:

Subject Criteria	Arts	Individuals & Societies	Language & Literature	Language Acquisition
Criterion A	Knowledge and understanding	Knowledge and understanding	Analyzing	Comprehending Spoken & Visual Text
Criterion B	Developing Skills	Investigating	Organizing	Comprehending Written & Visual Text
Criterion C	Thinking Creatively	Communicating	Producing Text	Communicating in Response to Spoken, Written & Visual Text
Criterion D	Responding	Thinking Critically	Using Language	Using Language in Spoken & Written Form

Subject Criteria	Mathematics	Physical Education & Health	Sciences	Design
Criterion A	Knowledge and understanding	Knowing & Understanding	Knowing & Understanding	Inquiring & Analyzing
Criterion B	Investigating patterns	Planning for Performance	Inquiring & Designing	Developing Ideas
Criterion C	Communicating	Applying & Performing	Processing & Evaluating	Creating the Solution
Criterion D	Applying Mathematics in Real-Life Contexts	Reflecting and Improving Performance	Reflecting on the Impacts of Science	Evaluating

Achievement Levels:

Standards-Referenced	Grading	MYP	IB MYP	Achievement Levels
4	Exceeding	3.5-4	7-8	High Degree
3	Proficient	3	5-6	Substantial
2	Developing	2.2.5	3-4	Adequate
1	Beginning	1-1.5	1-2	Minimal
0	No body of evidence submitted	0	0	Student <i>does not</i> reach a standard

Reporting to Parents:

- Report cards and progress reports-MYP assessment achievements will be reported at least twice per academic year during fall/spring conferences and exhibitions as well as at the end of a semester.
- Infinite Campus (online parent access to student gradebooks)-IC will utilize MYP assessment criteria where applicable and will be available to parents and students on an ongoing basis.
- Parent – Student – Teacher Fall/Spring Conferences
- Fall/spring school-wide presentation and exhibition events.
- Developmental notebooks (Arts, Design)