



## **Assessment Policy**

**John F. Kennedy Middle School**

**Suncoast High School**

### **A Philosophy of Assessment that Supports Student Learning**

#### **Philosophy**

Assessments provide information and allow for analysis regarding student performance. Such analysis will identify what the student comprehends and can apply, as well as reflect upon, at different stages of the learning process. This concept of assessment aligns with district grading policies.

#### **Purpose of Assessment for Students**

- To provide consistent, timely feedback, and opportunity for reflection
- To identify individual strengths and weaknesses in the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate
- To encourage students to strive to achieve the characteristics indicated in the 1B learner profile
- To develop study skills to maximize potential for student success
- To provide an opportunity for students to apply effort on formative and summative assessments
- To teach students to be independent thinkers, global problem solvers, time managers, and prudent planners

#### **Purpose of Assessment for Teachers**

- To enhance student learning
- To monitor the individual progress of student achievement
- To guide instructional practice
- To communicate with students and parents frequently on student academic progress
- To use a wide variety of instructional and assessment strategies in order to meet the needs of learning style diversity
- To promote positive attitudes towards student learning
- To promote deeper understanding of the content
- To promote the development of higher order thinking and questioning skills

#### **Purpose of Assessment for Parents**

- To communicate frequent, consistent, and timely feedback
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of curriculum

#### **Principles of Assessment**

- Tasks will be designed to appeal to a variety of learning styles.
- Assessments will be differentiated to account for students' diverse needs.
- Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Students with identified learning needs will receive accommodations based on their learning plans.
- Students will be assessed in accordance with cheating and plagiarism policies.

## **Common Practices in Using MYP Assessment Criteria and Determining Achievement Levels**

"The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge."\*

### **MVP Criteria for All Subject Areas**

To determine a student's achievement level, teachers use a criterion-related approach. This means that student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject area. It is not norm-referenced, where students are compared to each other; nor is it criterion-referenced, where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment guided by criteria that are public and transparent to determine a student's achievement level. In order to do this. Teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

## **Implementation of Formative and Summative Assessment Consistent with 1B Expectations**

- Students are assessed using the Middle Years Programme Subject Criteria
- Reported MYP scores are based on more than one assessment task
- Rubrics are designed by the 1B and made task-specific by the teacher as the evaluation tool for formative and summative assessments and are created before the unit is taught. They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by the instructor.

### **Types of Assessment**

Teachers assess all content areas at both the Middle and High School levels through formative and summative assessments.

- Quizzes
- Texts/Exams - using multiple components which also includes writing elements
- Presentations
- Project-work including individual and group work projects
- Class discussions
- Group-work participation
- Peer assessments
- Self-assessments
- Special needs - differentiated assessments allow every student to succeed

### **Formative Assessment**

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods

### **Summative Assessment**

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate mastery
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks

## **MYP Assessment Criteria and District Grading Policy**

- Assessments for moderation will follow MVP rubric (criteria) format.
- District grading policy will be followed on all assignments unless the teacher *advises* that a MVP rubric (criteria) will be used. The rubric will correlate with the district grading policy.

### **District Grading Policy**

A - 90% to 100%  
B - 80% to 89%  
C - 70% to 79%  
D - 60% to 69%  
F - 0% to 59%

## **Reporting to Parents**

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Home reports/emails/phone calls
- SIS posting for each class
- Parent-teacher conferences
- Mid-term progress reports
- Report-card grades
- Attendance at Open House

## **Communication Plan**

The Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year. Communication will be an on-going process that will continue throughout the school year based upon the criteria listed under the "Reporting to Parents" section.

## **Review of the Assessment Policy**

*This Assessment Policy will be updated annually by Suncoast Community High School and John F. Kennedy Middle School faculty.*

*Written October 31, 2023 by the MYP faculty of Suncoast Community High School and John F. Kennedy Middle School*

Sources

*\* MYP From Principles Into Practice 2014*

