

Assessment Policy

Lawton Chiles Middle Academy

Purpose of Assessment

At Lawton Chiles Middle Academy (LCMA) our goal regarding assessment is not only to assess students' learning as it relates to the eight MYP subject areas, but also to use it to continually gather data about student progress and refine our MYP units and daily plans accordingly. Our subjects are aligned to the Florida Standards and the MYP standards, practices and objectives, and we strive to equip every student with the MYP skills, knowledge and attitudes. In addition, we use assessment data to assist students in evaluating their own learning and their areas of strength and weakness. At Lawton Chiles Middle Academy, students continue to receive traditional grade reports, through interim reports and district report cards. These grades are available to parents and students through the district's Parent Portal at www.polk-fl.net. The MYP assessments provide parents and students with additional input based on student performance of the specific MYP criteria throughout the year and at the conclusion of each year of the programme through the MYP End of Year Report.

Assessment Types

Teachers at LCMA use three types of assessment: diagnostic, formative and summative. **Diagnostic** assessments, administered at the beginning of a unit or lesson, provide the teachers with information about what each student already knows and can do. These assessments may take the form of pre-tests, district tests, surveys or interviews.

Formative assessments are used throughout lessons to measure understanding of the concepts, skills, and attitudes being presented. These assessments correlate directly to the students' summative assessments. Teachers at LCMA use a variety of methods to gather this information: observation, quizzes, performances, homework, reflection, journaling, cooperative group activities, and self and peer assessment. These formative tasks may not always be graded but serve to direct and differentiate instruction. At Lawton Chiles Middle Academy, 20% of a student's grade for the course is generated by performance on formative assessments.

When teachers measure what students have learned at the end of a unit, they are using **summative** assessments. Each MYP unit has at least one summative assessment that is evaluated with MYP rubrics. Teachers also evaluate these summative tasks with traditional grading that results in a grade posted for parent viewing on the district's Parent Portal website. This is the final assessment for any unit or chapter or the culmination of a project. Summative assessments can take many forms; some of them include essays, lab reports, performances, tests, research reports, presentations, and/or specific subject standards assessment. At Lawton Chiles Middle Academy, summative assessments comprise 80% of a student's grade for the course.

School-wide Assessment Practices

- **Data Collection & Review –**
 - Each September, on *Data Day*, teachers at LCMA follow the district process for analyzing data. They work collaboratively within subject areas to review assessment data from the previous spring for their students.
 - Throughout the year, they administer benchmark assessments at quarterly intervals, reviewing the data and adjusting their lessons and units as necessary.
 - In English/Language Arts (ELA) classes, students using the Pearson Benchmark online testing platform to administer diagnostic tests at the beginning of each district-mandated unit.
 - Teachers also use the *weekly subject area meetings* to meet with the administrative team and review data, discuss new strategies for differentiation in the classroom and report on how these strategies worked.

- **Teachers...**
 - Use diagnostic, formative and summative assessment as described earlier.
 - Of math, reading and ELA, conduct Data Chats with each student. All students complete an individual progressing monitoring form. Students use previous ELA and Math scale scores and sub-category scores to set personal learning goals in their specific area of need. The documentation from the Data Chats becomes a part of each student's MYP Portfolio so it can be reviewed with parents throughout the year.
 - Use individual teacher websites to explain to parents the difference between formative and summative assessment and to provide information about learning experiences, projects and service projects.
 - Review their subject area guides and work together with the coordinator to become aware of changes to the MYP objectives, courses or assessments.
 - Provide students with performance feedback through the use of MYP rubrics.
 - Assign and enter a minimum of one to two grades per week.
 - Provide students the opportunity to demonstrate their mastery of each MYP criterion at least two times each year.
 - Encourage students to reflect on their own learning and to use self and peer assessment.
 - Design assessment to reflect both the MYP requirements and the Florida Standards.
 - Use the weekly subject-area meetings to collaborate on the grading and standardization of student work on summative assessment tasks throughout the year.
 - Will provide a printed copy of a student's grades for students whose families are without access to the internet.
 - Are encouraged to add comments within Pinnacle to clarify low grades.

- **Students...**
 - Who are absent from school have two days plus the number of days they were out to complete assignments.
 - Who are suspended from school will be given the opportunity to make up all of their work in order to avoid gaps in learning.

- All work is expected to be turned in on time. However, in an effort to keep students engaged in learning, students may turn in assignments up to three days late and earn 50% of the grade they would have earned if the work had been turned in on time.
- In order to maintain the quick-moving pace of a rigorous curriculum, students are expected to turn in projects and/or take tests that were assigned or announced before the student's absence on the day the student returns to school.

Recording and Reporting of MYP Assessment

- Teachers will provide students with a copy of the MYP assessment rubrics for each class and grade level. These rubrics are also located on the school website.
- Teachers will assess each criterion a minimum of twice per year and will record these scores.
- Students will have a log sheet in each subject's folder that is used to record MYP achievement levels. This log sheet serves as a communication tool with parents throughout the year.
- Teachers will use the achievement levels earned on the MYP criteria to calculate the achievement level for the MYP Final Report, using the process described by IB.
- MYP final grades will be reported to parents in June with an MYP Final Report using the MYP 1 – 7 scale.
- Teachers continue to report student grades in all eight classes every nine weeks using the district-wide report card. These traditional grades are reported in letter grades (A, B, C, D, F). High school credit courses are reporting using numerical grades.

A Summary of the MYP Assessment Criteria

	Arts	Individuals & Societies	Language & Literature	Language Acquisition (Spanish)	Mathematics	Physical Education/ Health	Sciences	Design
Criterion								
A	Knowing & Understanding	Knowing & Understanding	Analyzing	Comprehending Spoken & Visual Text	Knowing & Understanding	Knowing & Understanding	Knowing & Understanding	Inquiring & Analyzing
	8	8	8	8	8	8	8	8
B	Developing Skills	Investigating	Organizing	Comprehending Written & Visual Text	Investigating Patterns	Planning for Performance	Inquiring & Designing	Developing Ideas
	8	8	8	8	8	8	8	8
C	Thinking Creatively	Communicating	Producing Text	Communicating in Response to Spoken, Written & Visual Text	Communicating	Applying & Performing	Processing & Evaluating	Creating the Solution
	8	8	8	8	8	8	8	8
D	Responding	Thinking Critically	Using Language	Using Language in Spoken & Written Form	Applying Math in Real-life Contexts	Reflecting & Improving Performance	Reflecting on the Impacts of Science	Evaluating
	8	8	8	8	8	8	8	8

IB MYP Grade Descriptors for the Final Report

1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate. The student occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

At LCMA we do not convert the MYP final grade to other grading systems.

District and State Assessments

- **ACCESS for ELLs 2.0** - designed to measure the progress of English Language Learners (ELLs) toward proficiency in English. Results are used for programmatic decisions and evaluation.
- **FSA (Florida Standards Assessment)** – The state test designed to measure student achievement of Florida’s state education standards, including gains and progress in math, English/Language Arts (ELA) and literacy. LCMA students take the FSA in grades 6 – 8. Assessment data is used to guide and support instruction and student learning, as well as evaluate program and instructional effectiveness.
- **FCAT 2.0 Science**– designed to measure achievement of state science standards, including gains and progress. LCMA 8th graders take this assessment in the spring.
- **FSA End of Course (FSA EOC) Exams** – exams administered to students in high school credit courses at the end of each year to measure educational gains and progress toward mastery of the Florida Standards for the following high school credit courses: Algebra 1, Geometry, and Algebra 2. Additionally, these assessments are used as evaluative tools to determine program and instructional effectiveness in other courses such as civics (7th grade) and Spanish.
- **IBTP** – This is a district testing platform used for regular progress monitoring of social studies, math, science, and ELA.
 - Science students take a district test via IBTP after every unit.
 - In social studies the district tests students every quarter.
 - In math classes students are tested after every district module, usually every 3 weeks

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- In ELA, students experience a variety of assessments through IBTP and also through Pearson Benchmark testing:
 - **FAIR FS (Florida Assessments for Instruction in Reading-Florida Standards)** – used as a progress monitoring tool in grades 3-12 to assess reading skills and drive reading instruction. LCMA students take this assessment three times a year in their language and literature classes.
 - **Writing tests** – district writing assessments given to students in grades 6, 7 & 8 at the end of each district-mandated unit of study (approximately 6 units). Students respond in writing to a variety of prompts provided by the district. Teachers use these to measure strengths and weaknesses and growth.
 - **Pearson Benchmark** - testing for students in ELA at the end of every district-mandated unit as well as diagnostic testing at beginning, mid, and end-of-the year.

School Grade

Each year our school is evaluated by the State of Florida and assigned a school grade. The grade is based on many factors, three of which are listed below.

1. Percentage of students meeting high standards in English Language Arts, math, science, and social studies.
2. Percentage of students making learning gains in English Language Arts and math.
3. Adequate progress of the lowest 25% in the school.

* This LCMA assessment policy is located on our school website for parents and students.