Assessment POLICY
 Lawton Chiles Middle Academy

*Assessment Philosophy*

The primary aim of assessment at Lawton Chiles Middle Academy (LCMA) is to support and promote student learning. Effective assessment practices place students at the center of their learning and allow teachers to monitor student progress and adjust instruction to improve achievement. 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 provides learners with continuous and reflective opportunities to demonstrate new knowledge, skills, and social responsibilities. Valuable and varied assessments are essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further growth and improvement. It is vital that our students develop attitudes towards assessment that encourage them to always give their best efforts to the task and set goals for the future. Assessment practices are a significant communication tool for students and parents to grasp learning progress and success.

*Purpose of Assessment*

The purpose of assessing students should not solely report students’ levels of achievement but should also be another means of facilitating learning. Assessment is a key component of teaching and learning and should therefore have resemblances of the following:

* Assessment should promote the development of critical- and creative-thinking skills set in diverse real-world contexts.
* Students should receive timely feedback on assessments that outlines what their next steps should be to attain deeper and more complex understanding of the target criteria.
* Teachers should use assessment data to inform their instructional plans to ensure that students are consistently challenged at appropriate levels of rigor.
* Assessment should consider the holistic development of students and promote a desire to become lifelong learners who value continual growth.
* Students should be given the opportunity to exhibit transfer of skills across disciplines as assessments are presented in a variety of linguistic and cultural contexts.

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*Assessment Practices & Actions*

Assessment practices will be reviewed periodically to reflect best practice and continuous alignment with MYP standards for assessment.

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| Assessment Practices | Actions that Support Assessment Practices |
| Planning & Informing Instruction | * Plan collaboratively in subject areas to **design** MYP unit planners, assessments, and task-specific rubrics, **review** data to shape instructional practices while analyzing student work to determine student needs for differentiation and **regulate** grading and standardization of student work.
* Communicate learning target and success criteria thoroughly and clearly.
* Create authentic, rigorous, and student-centered assessments grounded in real-world application.
* Plan for multiple opportunities for students to demonstrate what they know, understand, and are able to do, including providing students the opportunity to demonstrate mastery on each MYP criterion at least twice a year.
* Use differentiated assessments while recognizing students with special educational needs.
* Provide inclusive arrangements such as extended time, frequent breaks, small group setting, etc. based on students’ prescribed accommodations.
* Use common assessment types and tools among subject areas.
* Evaluate students’ needs prior to assessment.
* Plan for formative and summative assessment for each unit of study.
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| Measures/Methods | * **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. They may take the form of pre-assessments, surveys, or district-directed assessments.
* Pre-assessment:Assessment used to determine existing knowledge and experiences.
* **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, continuums, bell ringers, group discussions and self/peer assessment. These formative tasks may not always be graded but serve to direct and differentiate instruction.
* Self-assessment:Tasks in which students actively reflect on their performance on assignments.
* Peer/group assessment: Tasks in which students actively evaluate each other's learning by providing feedback.
* Continuums**:** Visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in their learning process.
* **Summative** assessmentsoccur at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats. Summative assessments are criterion-related in all MYP subject areas. Each MYP unit has at least one summative assessment that is evaluated with MYP rubrics. There are four MYP criteria for each subject, and each of these is assessed twice throughout the year. Teachers also evaluate these summative tasks with traditional grading that can be viewed through the district’s Student/Parent portals Summative assessments can take many forms, such as essays, lab reports, performances, tests, research reports, and presentations.
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| Assessment Tools | * Rubrics:Established sets of criteria used for grading student’s tests, portfolios, or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
* Benchmarks/Exemplars:Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.
* Checklists:Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.
* Anecdotal Records:Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.
* Class Assignments and Assessment Results:Scores that provide data to allow teachers to identify students’ specific knowledge and understanding; track student progress and achievement; better support students’ further learning; and evaluate, plan and develop the curriculum.
* Observations:All students are observed regularly with a focus on the individual, the group, and/or the whole class.
* Performance-Based Assessment:Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.
* Open-Ended Assessments/Tasks: Students are presented with a challenge and asked to provide an original response.
* Portfolios:An ongoing, purposeful collection composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection.
* Selected Response: Auseful tool during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be used on end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students’ understanding. It provides students and teachers with immediate feedback.
* Process Journals**:** Facilitate student reflection, a crucial part of the learning process. These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.
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| Data Collection & Review | * Access and analyze data to identify student needs and recognize growth and achievement.
* Review data collaboratively with subject area groups helps to inform student learning gaps and drive instructional goals.
* Utilize benchmark assessment data at quarterly intervals to allow teachers to participate in ongoing dialogue about student progress. (ELA/Math use Renaissance STAR assessments; US History, Civics, and Science use district quarterly assessments; ACCESS is used for ELL students)
* Use collaborative planning sessionsto meet with the administrative team and review data, discuss new strategies for differentiation in the classroom and evaluate how the strategies worked.
* Conduct school-wide data chats with students. Students complete individual progress monitoring sheets through the school agendas to record data and set personal learning goals. Data chats becomes a part of each student’s MYP Portfolio so that parents can participate in student-led conferences.
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| Standardization & AlignmentInternal Standardization: The process by which all teachers of one subject group in a school ensure a common understanding and application of criteria and descriptors. | * Review MYP criteria and descriptors for norming and alignment purposes.
* Collect student work samples to analyze and come to consensus.
* Make judgements based on sufficient evidence of learning experiences and assessments.
* Select anonymous and appropriate examples of student work to use for following years.
* Align grading processes and philosophies across grade levels to ensure clarity to stakeholders.
* Use Approaches to Learning as a common language that students and teachers can use to reflect on, and articulate on, the process of learning.
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| Meaningful Feedback &Shared Transparency | * Provide learners, parents, and educators with timely, meaningful, valid feedback about a student’s progress and levels of achievement.
* Provide students and families an opportunity for goal setting.
* Support and encourage student’s ownership of one’s own learning by student understanding feedback and multiple strategies to adjust their approach to learning, identify where to make improvements, and celebrate successes.
* Share assessment criteria with students prior to the assessment, making students aware of the expectations.
* Inform parents about various methods and platforms for feedback.
* Correct student work through highlighting the process and the product.
* Create dialogue with students to check on status of learning.
* Highlight portions of the MYP rubric to show the student’s current performance level.
* Verbal and written feedback focusing on what the student can do to improve with steps to consider.
* Use exemplars for student understanding as necessary.
* Promote self/peer reflections, regarding progress, results, and approaches to learning.
* Conference with parent/teachers to discuss student progress, address concerns, and help define roles in the teaching and learning process.
* Student-led conferences through portfolio sharing in which students discuss their understanding and progress in subject areas and the ATL and IB Learner Profile traits that have assisted them in their growth.
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*Recording and Reporting*

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 **polkschoolsfl.com/parentportal/**. The MYP assessments provide parents and students with additional input based on student performance of the specific MYP criteria throughout the year. Teachers provide students with data sheets through the school agenda, and students use these to record their summative assessment scores from their MYP units. This log sheet allows parents to monitor these scores throughout the year. Students and parents view student work samples and summative data sheets together as they collaborate to complete a reflection page. MYP assessment rubrics for each class and grade level are located on the school website. These rubrics provide information about each objective and criterion.

*Assessment Criteria*

Lawton Chiles Middle Academy assess students through MYP Assessment Criteria found in the subject guidebooks, by the Polk County Public Schools Grading Policy, and in accordance with state standardized assessments. 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. Task descriptions for MYP assessments are presented to students in student-friendly language, however, achievement levels are determined using the IB prescribed and currently published assessment criteria. Assessments may be modified to accommodate the needs of diverse learners; however, the objectives/strands that are being assessed should remain the same so that all students have access to the same curriculum. In other words, the objectives/strands assessed is standardized for all students, but the way students demonstrate understanding of the objectives/strands in not. Data from formative work and summative assessment achievement levels are used to determine a student’s final grades through the MYP “best fit judgement” approach.

The MYP assessment criteria across subject groups is summarized in the table below.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |

*Grade Descriptors*

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| --- | --- |
| **Grade** | **Description** |
| 7 | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality. |
| 6 | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. |
| 5 | Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking. |
| 4 | General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking. |
| 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 to normal situations with support. |
| 2 | Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support |
| 1 | Minimal achievement in terms of the objectives. |
| N/A | Not Yet Assessed. |
| INC | No grades are given |

*District and State Assessments & Information*

* **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.
* **NGSSS Science**– designed to measure achievement of state science standards, including gains and progress. LCMA 8th graders take this assessment in the spring.
* **End of Course (EOC) Exams** – exams administered to students in specific courses at the end of each year to measure educational gains and progress toward mastery of the Florida Standards for middle school credit in Civics and for high school credit in Algebra 1, and Geometry.
* **Performance Matters** – a district testing platform used as a district database for all testing information. This information is used to monitor the progress of students in civics, math, 8th grade science and ELA.
* **School Grade** – an annual evaluation of schools by the Florida Department of Education based on student performance on standardized testing. For the most recent evaluation, Lawton Chiles Middle Academy was awarded an “A” school grade.

*Review*

This plan is reviewed annually by LCMA stakeholders and is revised accordingly.
Revision dates: 3/2014, 8/2016, 5/2019, 3/2020, and 7/2021.

Appendix: IB MYP Standards &
LCMA ASSESSMENT Practices

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| IB MYP STANDARD | Assessment Practices Document Location |
| 0101-01: The governing body and school leaders articulate a purpose for learning that aligns with the IB’s philosophy and mission.  | PhilosophyPurpose of AssessmentAssessment Practices & Actions  |
| 0201-01: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development.  | Entire document |
| 0203-03: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). | PhilosophyPurpose of AssessmentPlanning and Informing InstructionMeasures/MethodsAssessment ToolsData Collection & ReviewStandardization & AlignmentMeaningful Feedback & Shared TransparencyAssessment Criteria |
| 0301-05: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. | PhilosophyPurpose of AssessmentAll Assessment Practices |
| 0401-01: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s).  | PhilosophyPurposeAll Assessment Practices |
| 0202-04: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences.  | Planning and Informing InstructionData Collection & ReviewStandardization & AlignmentMeaningful Feedback & Shared TransparencyAssessment Criteria |
| 0101-01: The governing body and school leaders articulate a purpose for learning that aligns with the IB’s philosophy and mission.  | Planning and Informing InstructionMeasures/MethodsAssessment ToolsData Collection & ReviewMeaningful Feedback & Shared TransparencyAssessment Criteria |
| 0201-03: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community.  | PhilosophyPurpose of AssessmentPlanning and Informing InstructionMeasures/MethodsAssessment ToolsData Collection & ReviewStandardization & AlignmentMeaningful Feedback & Shared TransparencyAssessment Criteria |
| 0101-02: The school’s pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners.  | Planning and Informing InstructionAssessment ToolsMeaningful Feedback & Shared TransparencyAssessment Criteria |
| 0201-03: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community.  | PhilosophyPurposePlanning and Informing InstructionAssessment ToolsMeaningful Feedback & Shared TransparencyAssessment Criteria |
| 0401-01: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s).  | Entire document |
| 0301-06: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy.  | Assessment Criteria |
| 0404-03: The school administrates assessment consistently, fairly, inclusively and transparently.  | PhilosophyPurposeMeaningful Feedback & Shared TransparencyReporting & Recording |
| 0404-02: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.  | PhilosophyPurposeAll Assessment Practices Reporting & Recording |
| 0404-01: Students and teachers use feedback to improve learning, teaching and assessment.  | Planning and Informing InstructionMeasures/MethodsAssessment ToolsData Collection & ReviewStandardization & AlignmentMeaningful Feedback & Shared Transparency |
| 0404-04: Students take opportunities to consolidate their learning through assessment.  | Planning and Informing InstructionData Collection & ReviewMeaningful Feedback & Shared TransparencyReporting & Recording |