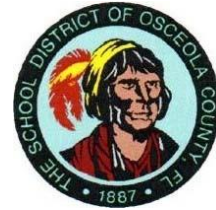


Assessment Policy



Parkway Middle School
An IB World School
Kissimmee, Florida
The School District of Osceola County



Parkway Mission Statement

Parkway Middle School promotes a supportive community that challenges students to embrace cultural inclusivity and become life-long learners in a global society.

Philosophy

It is the belief of Parkway Middle School that assessment is an ongoing and systematic process that is implemented to evaluate the instructional practices and measure the learning taking place in the classroom. We are committed to providing a quality international education that will develop able-minded global citizens. To uphold the authenticity of quality assessment practices, the school community is encouraged to embrace and exemplify the traits of the IB Learner Profile that will develop the high achievement that we strive for at Parkway Middle School.

Students who are authentically assessed are:

Inquirers - One who possesses the skills to conduct inquiry and work independently.

Principled - One who approaches assessment practices with integrity.

Risk Takers - One who demonstrates courage in assessment practices.

Reflective – One who thoughtfully considers strengths and weaknesses in academic skills.

Knowledgeable - One who acquires knowledge and understanding in many subjects.

Thinkers - One who demonstrates a curiosity and enjoys the learning process.

It is through these qualities that students will become effective and lifelong learners. Such practices will be introduced, modeled, and encouraged in each classroom and all areas on campus.

Types of Assessment

All work of Parkway students is internally assessed by the teachers through various means. Assessments are administered in three different formats: diagnostic, formative and summative.

Diagnostic assessments

These type of assessments are given at the beginning of a unit or lesson and help to provide teachers with valuable data regarding a student's prior knowledge and skill level. Such assessments may take the form of pretests, surveys, interviews, or teacher observation.

As part of the diagnostic assessments, the school is required to provide diagnostic test mandated by the State and School District in the areas of Mathematics and Language and Literature (FAST Progress Monitoring 1 and 2, ALEKS, STAR Reading, LEXIA, Achieve 3000).

Formative assessments

These types of assessments are administered throughout the unit to assess the learning taking place, guide teaching, and provide feedback to the students to inform and improve future learning. These assessments may take the form of quizzes, discussion, reflection, journaling, content-specific questioning, cooperative learning activities, assignments, and self (or peer) assessment.

Summative assessments

These type of assessments are implemented in each course for each unit, are based on the subject-specific prescribed assessment tasks, and the State of Florida education standards to measure the cumulative learning that took place throughout the unit. The summative assessment will be graded with the MYP rubrics provided to teachers based on the MYP interim objectives. All eight subject areas (Math, Sciences, Individuals & Societies, Language & Literature, Language Acquisition, Arts, Physical & Health Education, and Design) will assess students on each criterion at least twice in each year of the program. Summative assessments may take the form of pieces of writing, performances, unit exams, lab and/or research reports, presentations, projects, and miscellaneous assignments.

Grading Policies

Teachers will provide students with authentic, real-life, criterion-related scenarios using the GRASPS assessment design method in each unit. At the start of each unit, the GRASPS assessment and accompanying rubric will be provided to the students; the rubrics will include the MYP criterion and Florida Standards to assure the requirements by the MYP program as well as the Florida Education.

Students are expected to utilize the rubric reflectively throughout the development of their summative assessment to inform their progress. The summative assessment will be graded according to the rubric. Teachers will work horizontally and vertically in their subject group throughout the year to ensure standardization of MYP achievement levels prior to determining achievement levels for student work. Each criterion will be assessed at least twice in each year of the program.

The Florida State Diagnostic assessments will be graded according to the Florida Educational System, as well as District Diagnostic assessments will be graded according with the systems provided. The formative assessments will be graded according to the district-wide grading scale:

| Letter Grade | Numeric Score Range |
|---------------------|----------------------------|
| A | 90 - 100 |
| B | 80 – 89 |
| C | 70 - 79 |
| D | 60 - 69 |
| F | Below 60 |

Failure to complete an activity will result in Z = 0.

Reporting Practices

Diagnostic and formative assessment data are reported to students and parents on the PC Education platform known as Focus School Software. Osceola County School District report cards are distributed on a quarterly basis in alignment with District and State of Florida requirements. Parents, Guardians, and students are able to view student progress and all posted grades by visiting <https://osceola.focusschoolsoftware.com/focus/index.php> online. In the Focus platform, Parents / Guardian create secure accounts linked to their student’s academic record. Students are also able to view their academic progress in Focus by using their district identification number as the username in conjunction with a secure password. Parents / Guardians contact Parkway Middle School Staff as needed to establish access to student online academic data.

ManageBac System is used to provide parents and students to the MYP report based on the requirement of the programme (Criteria, Learner Profile development, skills, among others). The reports are distributed electronic to students and parent/guardians on a semester basis to report MYP scores by subject area and criterion. MYP Final grades are determined according to the MYP International Grade Boundaries defined by the International Baccalaureate Organization. Such final grades are reported through ManageBac and are communicated using the General Grade Descriptors (see below). Parkway Middle School is a three-year Middle Years Program therefore students are not eligible for IB-validated grades, records of achievement or MYP certificates.

IB MYP General Grade Descriptors

| Grade | Boundary Guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

MYP Assessment Criteria

| | A | B | C | D |
|-------------------------------|---------------------------|--------------------------|---------------------------|---|
| Language and Literature | Analysing | Organizing | Producing text | Using language |
| Language Acquisition | Listening | Reading | Speaking | Writing |
| Individuals and Societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Investigating | Developing | Creating/performing | Evaluating |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| Community Project | Investigating | Planning | Taking action | Reflecting |
| Personal Project | Planning | Applying skills | Reflecting | Planning |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | Evaluating |

Further Requirements

Parkway Middle School students, as a school within the State of Florida and The School District of Osceola County, are required to take the Florida State Assessments (FAST) three times in a year. Students in grades year 1 through year 3 (6th through 8th grade) are tested in English Language Arts and Mathematics in order to determine student learning growth and placement for Language & Literature and Mathematics courses. Students also take the NGSSS Science assessment. Achievement levels are on a scale of 1 through 5. Further information is available at [Florida Statewide Assessments Portal \(flfast.org\)](http://flfast.org)

Depending on year level and student needs, students may be tested in Science, Mathematics, English Language Arts and Individuals & Societies as mandated by Osceola County School District. These assessments are diagnostic and formative, occurring at the beginning and end of courses to establish baseline data and cumulative learning data.

Language Acquisition teachers (Spanish, French, English for Multilingual Language Learners) assess students individually, as needed, to determine placement for the phases of Language Acquisition courses.

English for Speakers of Other Languages (ESOL) students are administered the WIDA Access for ELLs English Language Proficiency Test 2.0 assessments to determine student needs and to assist with placement for Language & Literature and Language Acquisition courses. WIDA is an acronym for World-class Instruction Design and Assessment. Additional information is available at <https://wida.wisc.edu/>

Inclusion

In alignment with the Special Needs Policy of Parkway Middle School, it is understood by all stakeholders that our students come from a plethora of different backgrounds. We understand and appreciate the wide range of academic, physical, social, and emotional needs of our students. We appreciate and support this variety from our students and pledge to make every attempt to provide each student, regardless of special educational needs, with a meaningful and exemplary international education.

To meet the needs of our students, our teachers are committed to providing differentiation, accommodations, and modifications as necessary. Differentiation will provide all students with opportunities to meet the MYP objectives developed for each year of the program. Modifications are implemented when the student's needs call for a change in the curriculum. Accommodations are particular tools that will assist the student in achieving the objectives, such as copies of notes, proximity control, and technology assistance, among other things.

General Guidelines

Parkway Middle School understands that assessment is a vital component of quality teaching and learning. We believe that assessment exists to support students and encourage learning by providing valuable feedback throughout the learning process. As we align our assessment policies and practices with that of the IBO, we are committed to providing internal, criterion-related, and continuous assessment, as well as authentic and standardized reporting practices to ensure fair and reliable assessment data.

Parkway Middle School therefore expects the following of our staff and administration:

- View planning, teaching, and assessing as integrated processes.
- Use a range and balance of assessment strategies.
- Involve students in self- and peer-assessment.
- Use a range and balance of recording tools and reporting strategies.
- Seek student responses to evaluate their current understanding.
- Give students regular and ongoing feedback throughout MYP units of work.
- Enable students to see assessment as a means of describing learning and improving learning.
- Assess the levels of students' current knowledge and experience before embarking on new learning.