



# Homestead Middle School International Baccalaureate Programme



## Assessment Policy

### **Philosophy**

Homestead Middle School (HMS) recognizes that assessment, learning and teaching are intertwined and interdependent. Our teachers deliver instruction that is designed to fit the individual learner based on their and diverse learning styles. To this end, Homestead Middle's assessments take on diverse forms.

### **Assessment Practices**

As outlined in the International Baccalaureate, learning and assessment at Homestead Middle School is criterion-referenced. Students are assessed through formative and summative assessments tasks. The student's performance is evaluated using criterion included in the IB MYP subject guides. Teachers use year 1 or 3 of the objectives and Language Acquisition teachers use phases. Year 2 teachers usually use phases 1 or 3 objectives depending on the time of the year. When assigned a task, students are made aware of a rubric that outlines what they need to do to obtain mastery.

### **Types of Assessments**

At HMS, students are evaluated in a variety of ways: class discussions, Socratic seminars, essays, group and individual oral presentations, multimedia presentations, multiple-choice style quizzes and tests, Standardized tests: Florida Standards Assessments (FSA), End of Course (EOC), portfolios, performances, short and extended responses, self and peer reflection, sketchbooks, and skits and performances.

Those evaluation methods are grouped under the following umbrella:

**Self-assessment:** students evaluate their own work and use it as a tool to grow.

**Formative assessment:** this is ongoing to identify weakness and provide feedbacks.

- To provide a grade for reporting progress to students and parents
- Assess students' knowledge, understanding and/or skill development

**Summative assessment:** used to evaluate students' learning at the end of the IB Unit of instruction.

- Assess students' knowledge, understanding and/or skill development
- To provide a grade for reporting progress to students and parents
- Those units are designed to be taught through concepts and contexts

**State and district assessments:** they are mandated and scheduled on specific dates for all public schools in the district.

- Assess students' knowledge, understanding and/or skill development
- To determine future class placement

MYP 3 Community Project:

- Yearly project that provide our students the opportunity to collaborate while providing service through learning.

Assessment reports

- Teachers record grades in an electronic grade book that can be accessed by students and parents at any time through the Dadeschools.portal.
- A Miami-Dade County Public Schools, interim progress reports, and student grade reports are issued four (4) times a year.
- IBMYP reporting is conducted twice (2) a year, once at mid-year and then at the end of the school year.
  - This document was developed to provide students and parents of students' progress. A score of 1-7 is reported with provided criteria. This report informs students and parents of knowledge acquisition, applicable at various stage of the learning process.
  - IB unit tasks help develop Learner Profile (LP), Approach to Learning (AtL), and the measurement of state standards.

**MYP Grade Conversion Table**

IB Grade	M-DCPS Grade	
	%	Letter Grade
7-8	90-100	A
5-6	80-90	B
3-4	70-80	C
1-2	60-70	D
0	Less than 60	F