

Homestead Middle School
International Baccalaureate Middle Years Programme
ASSESSMENT POLICY



Philosophy

Homestead Middle School recognizes that authentic assessments are indispensable to ensuring school-wide learning. Our teachers design and administer diagnostic, formative, and summative assessments to calibrate instruction for the broad range of background knowledge and prior skills attained by our students upon entry into our program. Instructors use benchmarks, rubrics and criteria adopted from the Florida State Standards as well as the expectations set by the International Baccalaureate Programme as foundations for designing authentic and effective assessments.

Assessment Objectives in the Middle Years Programme (MYP):

- Student support and encouragement through student-based learning by providing constant feedback throughout the learning process.
- Inform, enhance and improve the teaching process through observations and common planning.
- Provide opportunity for students to exhibit the transfer of skills across interdisciplinary platforms, such as in the Community Project and through various unit assessments.
- Promote positive student attitudes towards learning by incentives and raising school morale.
- Promote a deep understanding and connection to the subject contents by enhancing student inquiries to connect to real-life contexts.
- Establish the development of critical and creative thinking skills.
- Reflect the international paradigm of IB by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Support the holistic nature of the program by taking into account the development of the whole student body.

(MYP: From Principles into Practice, September 2014. © International Baccalaureate Organization)

IB MYP Assessment

The International Baccalaureate Middle Years Program is an educational framework built around six core subjects. The units of instruction are designed to be taught through key and subject-specific related concepts. This includes six global contexts which provide shared starting points for inquiry into what it means to be internationally minded.

MYP Six Core Subjects

1. Identities and Relationships
2. Orientation in Space and Time
3. Personal and Cultural Expression
4. Scientific and Technical Innovation
5. Globalization and Sustainability
6. Fairness and Development

Assessment Practices

We evaluate students' performance twice a year, once at mid-year and again at the end of the school year. MYP levels of achievement are established by IBO's curriculum guide. Rubrics from each subject guide are used as scoring guidelines. Final marks of 1-7 are translated into percentage and letter grades to align them with school board grade requirements. To ensure consistency, educators who teach the same subject bring work samples to compare scores. Several times a year, HMS teachers and IB leaders review the process of the assessment criteria. Together, they discuss their shared understanding and the descriptors to assess students accurately. A panel of teachers scores community service projects.

Types of Assessments

We balance diagnostic, formative and summative assessment practices. Evaluations include, but are not limited to, Socratic seminars, essays, group and individual oral presentations, checks for understanding at every transition point in a lesson, multimedia presentations, multiple-choice quizzes and tests, document-based questions, portfolios, short and extended responses, sketchbooks, and skits and performances. Feedback is then shared through rubrics, written reflections following data chats, and grades.

Assessments include:

- Pre- and Post-Tests
- Formative assessments collected throughout the learning process summative assessments which take place at the end of the specified unit rubrics used to judge student work in relation to identified levels of attainment. This is ongoing to identify weaknesses and provide feedback.
- Self-assessments: students evaluate their work and use it as a tool to grow.
- Student Summative Assessments
- Written responses and reflections
- Essays and reports
- Class discussions
- Miami-Dade County Public School (MDCPS) benchmark and interim Assessments.
- End of Course Examinations

- Florida Standards Assessment (FSA) in Mathematics and Reading for students in grades 6-8
- Teacher-made tests and quizzes
- 8th Grade Community Project
- Miami-Dade County Public Schools report cards (four times per school year)
- Interim Progress Reports (four times per school year)
- MYP Progress Report Cards based on work assessed using IB assessment criteria (grades 6-8)
- MYP 3 Community Project: A yearly project that provides our students the opportunity to collaborate and provide service through learning.

Student Portfolios

Portfolios are divided into sections to demonstrate the culmination of three years of schoolwork of the students' middle school trajectory. For students wishing to receive an IB MYP Certificate, submission of a complete portfolio demonstrating mastery across the curriculum is required. With guidance from their teachers, IB Coordinator and IB Leaders, each student in grades 6-8 will keep a portfolio that includes samples of their work produced during each school year. Students will be asked to choose from a variety of assignments in all academic subjects, and are expected to reflect the quality of the chosen selections, and make connections to the Global Context that was the focus of the unit. The IB leadership team examines student portfolios each year.

Assessment Reports

Teachers record grades weekly in an electronic grade book that can be accessed by students and parents at any time. A Miami-Dade County Public Schools Interim Progress Reports and Student Grade Reports are issued four (4) times in the school year. The IB Middle Year Program 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 the provided criteria. This report informs students and parents on what the students know, understand, and can do at different stages of the learning process. IB unit tasks help develop Learner Profile (LP), Approach to Learning (ATL), and the measurement of state standards. Assessments are required to support student learning with positive yet critical feedback and should measure student achievement through their given objectives from each subject.

School Communication

Homestead Middle School effectively communicates with parents and students by the following criteria:

- Providing students with copies of the criteria in each subject area at the beginning of each

course.

- Assessing students twice a year using an MYP Progress Report Card
- Sending “ConnectEd” phone messages by the principal, to alert parents of important school announcements.
- Sending home, a monthly calendar or newsletter of events with announcements also made available on the school website and social media platforms.
- Distributing interim grade reports at the midway point of each nine weeks and report cards every 9-weeks period.
- Hosting parent information sessions regarding standardized tests and other relevant information.
- Using an online grade book to allow parents continual live access to student’s grades.
- Facilitating individual student /parent team conferences that are scheduled upon parental or teacher request.

As of March 16, 2022, teachers with the IB coordinators met to revise this document. Our next date of revision is scheduled for March 15, 2023.

Assessment Criteria – Scoring and Grading

IB to Miami-Dade County Public Schools Grades Conversion Scale

IB Grade	Percentage Grade	Letter Grade
7-8	90-100	A – 3.5 – 4.0
5-6	80 - 89	B – 2.5 – 3.49
3-4	70 - 79	C – 1.5 – 2.49
1-2	60 - 69	D – 1.0 – 1.49
0	Less than 60	F – 0.0 - .99

Grade	Boundary guidelines	Descriptor	Local Grades
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.	F
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.	D
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.	D+/C-
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.	C
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.	C+/B-
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.	B/B+
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.	A