



Cooper City Campus

ASSESSMENT POLICY



Purpose

The Assessment Policy is a working document developed by a committee of IB teachers, leadership staff, and administrators from FACC. Consistent with the standards and practices of the IB MYP, this document provides an overview of FACC's beliefs and practices regarding the purpose and use of assessment. This assessment policy also serves to provide clear expectations for teachers, families, students, staff, and administration regarding assessment policies and practices.

Assessment Philosophy

At Franklin Academy Cooper City (FACC), assessment is used as a means of ongoing communication between teachers, students, and families with the goal of improving instruction and learning. As stated by our school's inspiration, Benjamin Franklin, "The doors of wisdom are never shut." It is through the continuous feedback from assessments that we are able to understand our students' current level of achievement, make necessary adjustments to support their improvement, and offer further opportunities for our learners to demonstrate their comprehension.

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Toward this end, the organization works with schools, governments, and international organizations to develop challenging programs of global education and rigorous assessment. These programs encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right. Our mission at FACC is to engage all students in a meaningful, educational experience to help students become actively responsible for their own learning in preparation for the unique challenges of the global environment. Through our various programs, students will become continuous learners that view the world through multiple perspectives. As an educational community, we will collaborate to design high-quality instruction that offers an intellectually challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement.

FACC understands that all students are different and each student has various amounts of prior knowledge, understanding and viewpoints. Teachers use individual student's prior knowledge and understanding when pre-planning assessment tasks to help understand the current levels of each student and bridge a student's past learning experiences with new learning. As teachers understand individual student's needs they can ensure students are always provided with rigorous task as students who have already been exposed to and mastered the current learning will still be challenged.

Mission Statement

The mission of Franklin Academy is to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.

Responsibilities of Stakeholders

At FACC, we believe that all stakeholders must take responsibility for student achievement. In terms of assessment, this means the following:

TEACHERS WILL:

- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- Provide students with clear rubrics and task specific clarifications at the beginning of each unit.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment.
- Provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.
- Collaboratively work together to maintain consistent assessment procedures (develop task-specific descriptors, standardized grading practices, Middle Years Programme (MYP) Unit Plans, and inquiry questions).
- Use professional judgment when determining levels of achievement.
- Seek advice from peers, the leadership team, and administration, as needed, for support in adhering to this policy. This is just a suggestion.

STUDENTS WILL:

- Do their best to exemplify the learner profile in their approaches to learning and assessments.
- Familiarize themselves with the criteria rubrics and learning objectives for each of their subject groups.
- Reflect on the content knowledge and skills that they are developing.
- Work meaningfully with teachers and peers to develop content knowledge and skills.
- Ask for assistance when needed.
- Actively participate in the inquiry and exploration in their global classrooms.
- Regularly check grades in both Power Schools and the IB reporting systems.
- Reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

ADMINISTRATORS AND LEADERSHIP STAFF WILL:

- Provide time, resources, and focus to teachers for maintenance of assessment policies.
- Provide time for collaborative planning.
- Conduct International Baccalaureate (IB) MYP meetings and subject group meetings.
- Provide opportunities for IB professional development workshops.
- Continually observe teachers using the IB observation document and provide feedback.
- Support a spirit of collaboration and collegiality among all stakeholders.
- Arrange parent and student conferences with all MYP teachers.
- Trust the teachers' professional judgment in regard to determining levels of achievement.

- Hold discussions in MYP meetings on the use of ManageBac.

PARENTS AND GUARDIANS WILL:

- Familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses. Rubrics can be found on the FACC website under the IB tab.
- Use those rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff, and their children.
- Feel free to contact teachers at any time with questions they might have regarding assessment.
- Support their children's academic and character growth throughout the MYP.
- Regularly check teacher websites and FACC website for IB updates.
- Communicate with teachers, students, and administrators/leadership/IB Coordinator/staff about questions or comments they have regarding their student's progress in the MYP.
- Attend IB parent nights.

Learner Profile Attributes Within the Assessment Policy

- Principled - Students act with integrity and honesty; they take responsibility for their own actions.
- Inquirers – Students are encouraged to be self-advocates who ask questions and seek answers regarding assessment policies. By providing students with assessment tasks that encourage continued learning, we promote inquiry.
- Knowledgeable – Students explore concepts, ideas and issues. We aim to develop knowledgeable students who care about their education by involving them in the assessment process.
- Open-minded – Students are accustomed to seeking and evaluating a range of points of view.
- Risk-takers – Students are brave and articulate in defending their beliefs.
- Reflective - By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can advance to the next level of achievement.
- Thinkers – By providing students with assessment tasks that encourage them to exercise initiative in thinking critically and creatively, we are developing students who recognize and approach complex problems and make reasoned ethical decisions.

These qualities, when applied to learning and student work, will establish skills and behavior which support solid practices in the classroom that continue to the assessment level. These positive practices are expected to be introduced, modeled and used throughout the school.

In addition, through the creation of assessments with real-world contexts, we encourage students to broaden their perspectives, thus promoting international mindedness. At FACC, we see the diversity of our learning community, as well as that of our global community, as positive resources. Utilizing this diversity can enrich learning and provide opportunities for students and staff to heighten their awareness and expand their thinking.

Assessment Practices

At FACC, we recognize that differentiation is the key to helping all students find success. We use a variety of resources and approaches to ensure that all of our students' needs are met. The results and performances demonstrate a conceptual understanding of the learning objectives being taught. The following are characteristics of effective assessment practices at FACC:

- Assessments contain a backward design to ensure the relevance of the objectives being taught (aligning with each subject group's MYP aims and objectives, as well as the Florida State Standards).
- Assessments include connections to the different IB learner profiles attributes.
- Assessments are diverse in method to address the different learning styles.
- Assessments foster student inquiry and exploration.
- Assessments development and build approaches to learning skills which are consistent with 21st century skills.
- Assessments are grounded in real-world applications.
- Assessments provide students multiple opportunities to display what they know, understand, or are able to perform.
- Assessments are frequent and ongoing and vary in type and purpose.
- Assessments are relevant and meaningful to the students.
- Assessments are consistent with the appropriate subject group year.
- Assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.
- Assessment practices promote reflection among teachers and students.
- Assessment practices recognize and take into account students with special education needs and their Individual Education Plan (IEP).
- Teachers work collaboratively to design MYP unit planners, assessments, grading practices and task-specific rubrics.

Assessment strategies are methods used to gather information about students' learning. They can be applied during the learning process or at the end of a unit to assess student comprehension and achievement level. Assessments can also be given before a unit of study to determine the student's prior knowledge.

- Observations – Teachers are able to assess student comprehension by engaging students in discussions or observing the whole class/ individual students when completing tasks.
- Reflections – These journal entries require students to develop responsibility for their own learning by becoming active learners.
- Selected Responses – As formative assessments, these may be used during or at the conclusion of a unit in the form of quizzes and unit exams to measure student achievement and comprehension. This provides teachers and students with immediate feedback on learning.
- Open-ended tasks – Students elaborate on their understanding of specific prompts by constructing creative presentations, discussions, or writing tasks.

- Performance Tasks – These give students an opportunity to demonstrate knowledge, skills, and understandings they have gained in relationship to the learning objectives. They may be, but are not limited to, project-based assessments.
- External Tests –The Florida Standards Assessments, FSA, provides individual student achievement of the Florida Standards, as well as their growth in terms of these standards.
- I-Ready Standards Mastery- This assessment tool is used for interim benchmark assessments created for and aligned to the Florida State Standards in ELA and Mathematics. The purpose of these assessments is to identify the students' areas of deficiency, measure academic growth and monitor progress of the State standards.

Assessment Types

A. FORMATIVE ASSESSMENTS

Formative assessments take place throughout the course of study. Formative tasks are made to guide a student toward the culminating summative assessment.

Formative assessments are used to guide instruction and evaluate the process of students' preparedness for the summative assessment. These assessments are rooted in both the MYP area objectives as well as the Florida State Standards. Due to the focus on standards, formative assessments allow instructors to differentiate based on abilities, learning styles, and student interests.

1. EXAMPLES OF FORMATIVE ASSESSMENTS

a. Observation

This tool is used to assess the engagement of students and understanding of skills. Instructors can observe in whole group, small group or individually. Students can be observed while working with the teacher or by the instructor taking the role of an outsider looking in.

b. Selected response

Selected response can be either a test or a quiz given before, during, or at the end of a unit to assess student understanding and achievement levels. Instructors can gain immediate feedback regarding the students' understanding.

c. Process journals

These are used to facilitate student reflection, which is a critical component of the learning process. They track students' personal achievement and enable them to reflect upon their own learning experiences. It is required in some MYP fields of study, but can be utilized by all subject areas.

d. Portfolios

These provide a method for students to compile a collection of work throughout the course of the MYP program. Students can use portfolios as a means of reflection as well as a display of their gains in both knowledge and skills. Portfolios can be used during student-lead conferences.

e. External tests

The Florida State Assessment (FSA) will be used as a measure giving insight to students, parents and educators of each student's personal growth and achievement of the Florida State Standards.

2. FORMATIVE ASSESSMENT TOOLS

- a. Warm-up activities
- b. Exit slips
- c. Daily work checks
- d. Regularly scheduled quizzes
- e. Qualitative observation
- f. Formative rubrics
- g. Checklists
- h. Collection of work samples
- i. Student self-reflection form
 1. Journal entries
 2. Short essays
 3. Charts or graphs of personal achievement
- j. Peer assessment
- k. Discovery Education (web-based)
- l. Accelerated Reader (web-based)

B. SUMMATIVE ASSESSMENTS

A summative assessment is an open-ended task created by teachers. It allows for differentiation so students can demonstrate their knowledge and comprehension in a variety of ways using both MYP area objectives and the Florida State Standards. Summative assessment is one that is authentic, learner-centered and inquiry based. It is created for the end of a specific unit of study and allows students to apply their understanding and skills.

Summative assessments are used as an evaluation of the individual student's achievement of objectives/ criteria and standards through an end-of-unit culminating project.

1. EXAMPLES OF SUMMATIVE ASSESSMENTS

- a. Open-ended tasks
Students are presented with prompts that allow them to communicate through their own original responses. It can be in the form of a discussion, written, or oral presentation.
- b. Performance tasks
Students are given an opportunity to display their skills, knowledge and understanding through the objectives they have learned and relationships they have developed.
- c. Assessment Tasks
Summative assessments that are created for a particular unit and may appear in the form of either an open-ended task or performance task. Students will be assessed on the MYP objectives for a specific subject area, but are aligned

with the Florida State Standards as well. Students will be scored on the MYP grading scale.

2. SUMMATIVE ASSESSMENT TOOLS

- a. IB MYP criteria based rubrics
- b. FSA
- c. End of Course Exams (EOC)
- d. Projects
- e. Interdisciplinary units
- f. 8th Grade Science FCAT

C. TYPES OF FEEDBACK

1. Correction of daily work
2. Check-ins with students
3. Formative assessment checklist of skills to inform students about areas of achievement and opportunities for growth
4. Proficiency scales
5. Rubrics highlighted with achievement and growth for MYP
6. Written feedback on all summative assessment rubrics
7. Written questions
8. Verbal feedback
9. Peer-critiques and evaluations
10. In class corrections
11. Parent/student/teacher conferences

Special Programs

A. ASSESSMENT

FACC firmly believes that all students can achieve their goals given the appropriate instruction, support, and resources. At FACC, we provided a differentiated approach to learning and assessment. Accommodations may be applied for all forms of assessment, including extended time for oral and/or written response, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper based tests. Accommodations are included within each ESE student's' Individual Education Plan (IEP) or outlined on the English Language Learners (ELL) strategies matrix.

B. REPORTS

The families of Special Education students receive communication through their Individual Education Plan (IEP) progress reports. These reports are sent home quarterly with the students report cards and outlines their progress on their specific, individualized goals. Families are invited to attend annual meetings to review their students plan with the students' teachers and support staff. These meetings are designed to review the student's progress over their IEP year, determine areas of struggle, and develop a plan that includes goals, to help bridge the gap between grade and instructional level. In addition, score reports from Discovery Education Benchmarks are sent home quarterly. Special Education students are held to the

same expectations in an inclusive setting, however they are provided accommodations that are outlined on their IEP's in order to offer support and promote success. Families and teachers can make requests for any of the above mentioned assessments or more information regarding Special Education students and assessments by contacting the Special Programs Coordinator.

The families of students who are in the English for Speakers of Other Language (ESOL) Program receive annual score reports from Florida's Comprehensive English Language Learning Assessment (CELLA), the state assessment for ELLs. Families and teachers can make requests for any state assessments, by e-mail or fax, to the ESOL Contact at FACC.

MYP Projects: Personal and Community Projects

FACC is an IB World School authorized to offer the MYP. Currently, FACC offers the MYP programme as a 3 year programme, but the vision and goal is to have a partnership with FACC high school after it opens in the 2016-2017 school year. FACC has explored and researched both MYP projects, the personal and community project.

IB schools in which their MYP programme ends with year 3 (grade 8), are expected to have students complete the community project. IB schools that finish with year 5 (grade 10) are expected to offer and have students complete the personal project.

A. GRADE 8 MYP COMMUNITY PROJECT

FACC recognizes that action and service are integral pieces in helping student become inquiring, knowledgeable, and caring young people who aspire to become active, compassionate, and life-long learners to help create a more peaceful world. FACC students have a high commitment to service and truly want to make a positive difference in the community and the environment.

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.

B. MYP PERSONAL PROJECT

In the final year of the MYP year 5 (10th grade), each student is expected to complete a personal project. The personal project is a significant piece of work that is the product of the student's own initiative and creativity and reflects the learning and development of that student during the their MYP experience.

The personal project may take on many different forms. Students are expected to choose their project with the guidance and supervision of a teacher or mentor in the school. FACC will appoint a personal project coordinator to help facilitate this process.

The personal project is assessed by teachers against a set of IB assessment criteria, which students will use as a guide for their projects.

Recording and Reporting

Currently, IB teachers inform students of their proficiency by sharing their achievement levels on the MYP rubrics for each criterion and strand assessed within each summative assessment task. IB rubrics provide students with feedback about their overall achievement on the particular summative assessments. IB teachers are encouraged to provide written individual feedback on each learner's rubric to help students learn and improve for future IB summative assessments. IB teachers can use this as a tool during conferences to highlight areas of strengths as well as recognize areas that need further development.

Our IB MYP Coordinator and our Principal have conducted extensive research on tools and programs to record IB achievement levels. The IB MYP Coordinator and Principal have both completed the ManageBac demo training (November 6th, 2014) and met with ManageBac representatives to discuss the implementation of ManageBac as a tool for grade reporting and unit planning at FACC. Our goal is to begin using ManageBac during the second half of the 2014-2015 school year as a resource for our IB MYP.

Grades and Report Cards

FACC will have two grade reporting categories. IB students will receive their FACC grade based on a percentage score from the following breakdown

Grade Level	Subject	Category Weights	Minimum Grade Requirements
6-8	ELA	35%- Test	3(2)
		25%- Quiz	4(3)
		20%- Project	3*
		20%- Classwork	8**(6)
	Math	35%- Test	3(2)
		25%- Quiz	4(3)
		20%- Project	3*
		20%- Classwork	8(6)
	Science	35%- Test	3(2)
		25%- Quiz	4(2)
		20%- Project	3*(2)
		20%- Classwork	8(6)
	Social Studies	35%- Test	3(2)
		25%- Quiz	4(2)
		20%- Project	3*(2)
		20%- Classwork	8(6)
Electives	35%- Test	3(2)	
	25%- Quiz	4(2)	
	20%- Project	3*(2)	
	20%- Classwork	8(6)	

*Projects: A single project should generate more than one grade, given that the teacher has provided a comprehensive rubric that explicitly represents the performance expectations for an assignment and divides the assigned work into component parts (i.e. final presentation, written work product, research process/data collection, etc.).

**Accelerated Reader: All students are required to reach at least 50% of their *individualized* AR goal by mid-quarters/interims. If the student has not reached 50%, then notification must be sent home and it must be documented as this will have a significant impact on the final quarter grade.

Students in grades 6-8 will also be given an IB grade which is directly linked to the IB level of achievement scores. FACC has provided a percentage score as well as local score that correlate directly with the achievement scores. See Final Achievement Marks section for more information.

All IB MYP students will be assessed according to the IB MYP Assessment Rubrics for that particular subject year.

Communicating IB MYP Grades with Families

FACC teachers will record and post IB grades in ManageBac within 72 hours. Teachers are strongly encouraged to contact home to discuss student achievement on IB summative assessments. Teachers will have informal sit downs with their students to advise them of their progress, grades, and any missing formative and summative assessment tasks. During the 2017-2018 academic year, the goal will be to begin student-led conferences in the second semester. Teachers are required to update their websites with assessment information about any upcoming IB assignments. The FACC school website has a list of a teacher websites that are regularly monitored by our administrative team.

IB Training for Teachers

At the beginning of the 2017-2018 school year, we currently have teachers in four subject group areas who have attended official IB trainings. This year, our goal is to send the new IB Coordinator and IB Teacher lead to Category 2 and Category 3 Workshops.

A summary of the MYP Assessment Criteria for All Subject Groups

Subject Group:	Individuals and Societies	Language and Literature	Language Acquisition	Mathematics	Physical and Health Education	Sciences	Design	Arts
A (8)	Knowing and Understanding	Analyzing	Comprehending spoken & Visual Text	Knowledge and Understanding	Knowing and Understanding	Knowledge and Understanding	Inquiring and Analyzing	Knowing and Understanding
B (8)	Investigating	Organizing	Comprehending Written & Visual Text	Investigating patterns	Planning for Performance	Inquiring and Designing	Developing ideas	Developing Skills
C (8)	Communicating	Producing text	Communicating in response to spoken, written, and visual text	Communication in mathematics	Applying and Performing	Process and evaluative	Creating the Solution	Thinking creatively
D (8)	Thinking critically	Using Language	Using language	Applying mathematics in real world contexts	Reflection and Improving Performance	Reflects on the impacts of sciences	Evaluating	Responding

Each criterion (A, B, C, D) for each subject group is broken into different achievement levels with numerical values from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to attain a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level. Given that the MYP published assessment criteria are holistic, teachers are asked to develop task-specific clarifications for the different achievement levels and level descriptors on the assessed rubrics. Task-specific clarifications will bring a level of specificity to the assessment criteria and help students understand the precise-areas that are being assessed.

Sample rubric for year 1 (6th grade) Individuals and Societies (History), Criterion/Objective A

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor	Task-Specific Clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: <ol style="list-style-type: none"> i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. 	

3-4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	
5-6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	
7-8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	

Achievement Levels/Level Descriptors

IB has published the criteria and their descriptors for the different achievement levels in all assessment rubrics for each subject group for year 1 (6th grade), year 3 (7th grade), and year 5 (10th grade). At Franklin Academy Cooper City, all year 1 students (6th grade) will be assessed on year 1 rubrics. All year 2 students (7th grade) will be assessed on year 1 rubrics for the first half of the year (quarters 1 and 2) and then assessed on year 3 rubrics for the second half of the year (quarters 3 and 4). All year 3 (8th grade) will be assessed with year 3 rubrics.

Teachers will grade all summative assessments against the pre-described IB MYP subject group rubrics. The teacher will determine whether the first descriptor describes the performance of the summative assessment. If the student work exceeds the expectations of that level descriptor, the teacher will then determine if the performance is described in the second level descriptor. The teacher will continue this until the summative assessment does not fall under a specific level descriptor. Teachers will use their professional judgment in determining which level descriptor best fits the student's performance on the assessment, as sometimes students may not show accomplishment in lower achievement levels but yet may do so in a higher level. In an effort to prepare teachers to make the best possible professional judgments when assessing rubrics, FACC has provided professional development days and collaborative planning time to all teachers to work on standardizing grading practices.

Teachers who teach the same subject group and grade-level students are expected to collaboratively plan for units and assessments in an effort to create consistency and reliability among assessments.

The Assessment Policy team, with the support of all MYP teachers, has collaboratively created an IB equivalent chart to help assist all stakeholders in understanding how the percent earned on an assessment equates to the level of achievement as determined by IB.

IB Grade Equivalent Chart

IB Achievement Level	Percent Score
8	95-100
7	90-94
6	85-89
5	80-84
4	75-79
3	70-74
2	65-69
1	60-64
0	59-0

Final Achievement Marks

Over the course of the academic school year, IB teachers will collect evidence of student achievement by grading the summative assessment of the IB MYP published criteria. By the end of the school year, each IB teacher must assess each criteria/objective for his/her particular subject group at least twice. Each strand in each criterion must be assessed two times as well. Final IB course grades are not averaged. They are determined by the professional judgment of teachers based on the entire body of evidence as well as the ongoing learning process.

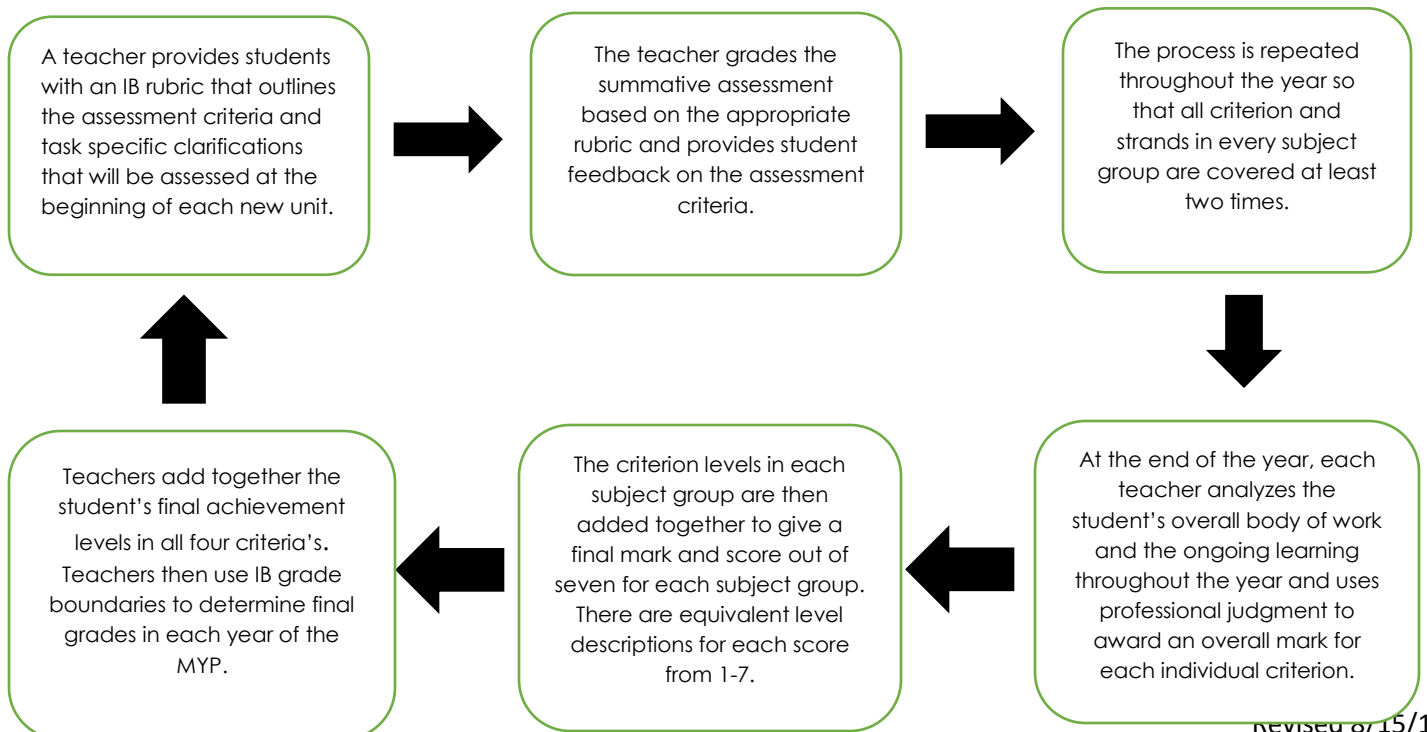
The final achievement mark will be awarded at the end of each school year. Students' final achievements levels will be determined by all four criteria of each subject group. Then teachers will use the grade boundary guidelines from IB to determine final grades in each year of the MYP. The tables provide a means of converting the criterion levels total into a grade based on a scale of 1-7. The achievement level is not an average of IB grades in subject groups. This allows teachers to determine a grade level for the ongoing growth of students. Students are not penalized for earlier work that does not reflect their current level of understanding.

Ex: If a student receives a final numerical value grade of 23, you can use the document below to see that the numerical value of 23 is equivalent to a 6 on the final mark grades. See chart below.

Final Mark	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.

Assessment in Actions at FACC



Policy Creation Process

The Assessment Policy was created by a committee which consisted of the IB Coordinator, three Language and Literature teachers, a Science teacher, a Language Acquisition teacher, a Performing and Visual Arts teacher, a Math teacher, a Gifted endorsed teacher, an Individuals and Societies teacher, an ELL specialist, two Curriculum Support teachers, the Special Programs Coordinator and our administrative team consisting of our Principal and both Assistant Principals. The Assessment Policy was developed by publications from the IB "Principles into Practice" and "Guide to Authorization" as well as examples of "Assessment Policies from IB World Schools." The following individuals comprised the Assessment Policy Committee.

- Ms. Sunday-Science
- Ms. Sander-Mathematics/Gifted endorsed teacher
- Ms. Terzado-Curriculum/ESOL
- Ms. Nadal-Curriculum
- Ms. Vazquez-Mathematics
- Ms. Lyons-Language and Literature
- Ms. Suarez-Language and Literature
- Ms. Flynn-Language and Literature
- Mr. Pena-Individuals and Societies
- Ms. Smith-Special Programs Coordinator
- Mr. Francisco-Visual Arts
- Ms. Fernandez-Performing Arts
- Mr. Delgado-Assistant Principal
- Ms. LeRose-Assistant Principal
- Dr. Sandberg-Principal

The Assessment Policy met on the following dates:

- December 9th, 2014
- December 12th, 2014
- December 16th, 2014
- December 18th, 2014
- February 11th, 2015

Staff members were made aware of the policy-making process through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings.

Policy Communication

The Assessment Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Assessment Policy through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings. We have an information website that consistently updates parents on all IB aspects as well as provides all IB related documents. In addition, the Assessment Policy is highlighted during the IB MYP Parent Information Nights that are held throughout the academic school year. Our goal is to translate our Assessment Policy into Spanish to reach all stakeholders and families. All MYP rubrics for years 1-3 will be uploaded to the

FACC website and can be found under the IB tab.

Policy Review Process

The Assessment Policy Committee has determined that the policy will be reviewed three times each year. The initial review will occur during the second week of pre-planning, the second mid-way through the year in January, and then at the conclusion of the year in early June. The implementation of the Assessment Policy in all MYP classrooms at FACC will be reviewed by the MYP leadership team (which consist of the Principal, two Assistant Principals, IB Coordinator, Curriculum Support Team and the Special Programs Coordinator) as part of the teacher observation process (which is also documented on the observation checklist created by FACC).

Glossary of Terms

Abbreviation or Term	Brief explanation	Page number
ATL	Approaches to Learning	page 4
Assessment	The process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.	whole
Collaboration	Two or more teachers working together to plan instructional units and assessments, standardize grading practices, and common practices across the MYP.	page 2
CELLA	The Comprehensive English Language Learning Assessment (CELLA) is a tool that Florida uses to measure the progress of English Language Learners (ELLs) proficiency in English.	page 7
Differentiation	Adjusting and modifying instruction based on students' needs and learning styles to help master academic content.	pages 3 and 7
ELL	English Language Learner	page 7
ESE	Exceptional Student Education is an educational program and services for students with special learning needs.	page 7
EOC	End of course exam	page 6
ESOL	English for Speakers of Other Languages	page 7
FACC	Franklin Academy Cooper City	whole
Formative Assessment	Formative assessment takes place throughout the course of the unit and prepares students for summative assessments. Formative assessments inform teachers about student learning and progress but are not necessarily graded.	pages 4-6
FSA	Florida Standards Assessments	page 5
IEP	Individual Education Plan	page 7
IB	International Baccalaureate	whole
ManageBac	IB software designed for planning curriculum, assessment and grade reporting in the IB continuum.	pages 8-10
MYP	Middle Years Programme	whole
Summative Assessment	Summative assessments take place at the end of the unit and evaluate student learning and academic achievement of objectives and standards.	pages 6-7

Standards and Practices

IB MYP Standard	Page (s) and section (s) in which standard is addressed in the FACC's assessment policy
B.1.5 The school has developed and implements an assessment policy that is consistent with IB expectations.	whole document
C.1.1 Collaborative planning and reflection addresses the requirements of the programme(s).	page 2– Responsibilities of Stakeholders; Administration
C.1.6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.	page 4 and 5 – Assessment Practices
C.1.7 Collaborative planning and reflection is informed by assessment of student work and learning.	page 2 and 3 – Responsibilities of Stakeholders page 4 and 5 – Assessment Practices
C.2.3 The written curriculum builds on students' previous learning experiences.	page 1- Assessment Philosophy
C.3.2 Teaching and learning engages students as inquiries and thinkers.	page 1 – Assessment Philosophy page 2 – Responsibilities of Stakeholders; Teachers and Students page 4 and 5 – Assessment Practices
C.3.3 Teaching and learning build on what students know and can do.	page 1 – Assessment Philosophy
C.3.5 Teaching and learning supports students to become actively responsible for their own learning.	page 1 – Assessment Philosophy
C.3.13 Teaching and learning engages students in reflecting on how, what and why they are learning.	page 2 – Responsibilities of Stakeholders; Teachers and Students
C.3.15 Teaching and learning encourages students to demonstrate their learning in a variety of ways.	page 1 – Assessment Philosophy
C.3.16 Teaching and learning develops the IB learner profile attributes	page 1 – Assessment Philosophy page 3 – Learner Profile Attributes Within the Assessment Policy.
C.4.1a The school uses the prescribed assessment criteria for each subject group in each year of the programme.	page 2 – Responsibilities of Stakeholders; Teachers page 4 and 5 – Assessment Practices page 8 and 9 – Recording and Reporting page 10 and 11 – A Summary of the MYP Assessment Criteria for All Subject Groups page 12– Achievement levels/Level descriptors
C.4.1b Teachers standardize their understanding and application of criteria before deciding on achievement levels.	page 2 – Responsibilities of Stakeholders; Teachers page 4 and 5– Assessment Practices page 10 and 11 – A Summary of the MYP Assessment Criteria for ALL Subject Groups
C.4.2 The school communicates its assessment philosophy, policy and procedures to the school community.	page 8 and 9 – Recording and reporting page 15– Policy communication page 10– Communicating IB MYP Grades with

	Families
C.4.3 The school uses a range of strategies and tools to assess student learning.	page 4 and 5– Assessment Practices page 5-7 – Assessment Types
C.4.4 The school provided students with feedback to inform and improve their learning.	page 2 – Responsibilities of Stakeholders; Teachers page 2 and 3 – Assessment Practices
C.4.5 The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).	page 8 and 9 – Recording and Reporting
C.4.6 The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).	page 8 and 9 – Recording and Reporting
C.4.7 The school analyses assessment data to inform teaching and learning.	page 1 – Assessment Philosophy page 5-7 – Assessment Types
C.4.8 The school provided opportunities for students to participate in, and reflect on, the assessment of their work.	page 1 – Assessment Philosophy
C.4.9 The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.	page 7 and 8 – MYP Projects: Personal and Community Projects

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Franklin Academy Cooper City is an authorized International Baccalaureate World School offering the Middle Years Program. IB World Schools share a common philosophy- a commitment to a high-quality, challenging, and international education-that we believe is important for our students.

*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or The Diploma Programme (and in addition the IB Career-related Certificate. Candidate status gives no guarantee that authorization will be granted.

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