

Franklin Academy Cooper City Assessment Policy

Franklin Academy Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national, and international community, while adhering to the principle that all children can learn.

Assessment Philosophy

1. We Believe:
 - We believe that assessment is a continuous process that enhances student learning and guides instructional practices.
 - We believe that assessments should be designed to be fair, purposeful, and aligned with learning objectives.
 - We believe that assessment data should be used to reflect on student progress and inform future teaching strategies.
 - We believe that assessments should provide opportunities for students to demonstrate their understanding in diverse ways.
 - We believe that effective assessment practices foster a growth mindset and encourage lifelong learning
2. We Are Committed To:
 - Designing assessments that are aligned with IB and state standards, as well as clearly defined learning objectives.
 - Utilizing a variety of formative and summative assessment strategies to address diverse learning styles and needs.
 - Providing timely, constructive feedback to students to support their ongoing growth and development.
 - Using assessment data to inform instructional planning and differentiate teaching to meet individual student needs.
 - Involving students in the assessment process through self-assessment, reflection, and goal setting.
 - Ensuring transparency in assessment criteria and expectations for students and families.
 - Regularly reviewing and refining assessment practices to ensure fairness, validity, and reliability.
 - Promoting academic integrity and ethical assessment practices across all grade levels and subject areas.
 - Fostering a positive assessment culture that values effort, improvement, and resilience.

Types of Assessment: (Assessments for, as, and of Learning)

1. Assessments for Learning - Formative Assessment

a. Definition:

- Ongoing checks for understanding during instruction.
- Occur before students are required to demonstrate mastery of a standard, benchmark or objective.
- Help identify individual student needs.
- Provide immediate feedback to both students and teachers.
- Allow for adjustments in teaching strategies and learning activities.
- Aligned with greater objectives and designed to build skills for more complex tasks.

b. Purpose:

- Inform teaching and guide student learning.
- Provide timely feedback for improvement before final evaluations.
- Encourage risk-taking, practice, and growth.
- Allow teachers to adjust teaching strategies based on assessment data.
- Foster collaboration and a supportive learning environment.

c. Examples:

- Exit tickets, low-stakes quizzes, mini whiteboards.
- Think-pair-share, concept maps, quick writes.
- Interactive polls, hands-up signals, self-reflection.
- Peer assessment, teacher observations.
- Digital tools like online quizzes, interactive simulations, educational apps.

2. Assessments of Learning - Summative Assessment

a. Definition:

- Comprehensive evaluations at the end of a period of instruction.
- Evaluate subject criteria.
- Measure student's level of mastery of a standard, benchmarks and/or objectives.
- Used to make judgments about overall performance

b. Purpose:

- Formally graded to inform student achievement.
- Determine readiness to progress to the next level.
- Provide a summative review of independent work.
- Uses rubrics and scoring guides for consistency and fairness.
- Reflect IB MYP objectives and Florida State Standards.

c. Examples:

- End-of-unit or end-of-chapter tests, performance tasks, cumulative projects.
- Final essays, labs, portfolios.
- Standardized state assessments, presentations.
- Living museum exhibits, digital assessments, personal projects.

3. Assessment as Learning – (Self Management ATLs)

a. Definition:

- Students actively engage in assessing their own learning.
- Reflect on progress, self-assess, and set goals.

- Develop skills to manage their own learning.
- b. Purpose:
 - Help students take charge of their learning.
 - Encourage self-reflection and critical thinking.
 - Identify strengths and areas for improvement.
 - Foster a growth mindset and continuous learning.
 - Support personalized learning paths and goal-setting.
- c. Examples:
 - Self-Assessment Tools:
 - Rubrics for project evaluation.
 - Checklists for daily tasks and assignments.
 - Rating scales for self-evaluation of participation and effort.
 - Reflection on Learning Experiences:
 - Learning journals to record daily reflections.
 - Reflection prompts after completing assignments or projects.
 - Peer feedback sessions to discuss strengths and areas for improvement.
 - Goal Setting:
 - SMART goal worksheets for academic and personal growth.
 - Goal-setting conferences with teachers to discuss progress.
 - Digital tools for tracking goals and milestones.

Effective Assessment Design

When designing any type of assessment teachers should consider the following:

1. Are my assessments clearly aligned and connected to the Florida State Standards and subject objectives I intend to assess?
2. Do my assessments help students learn, or are they just for giving a grade?
3. Have I shared clear objectives, instructions, clarification, and criteria for success with students before the assessment?
4. Am I using a variety of assessment types that reflect the actions prescribed by the standards, the required knowledge, and the specific MYP subject objectives?
5. Do I include both ongoing checks during learning (formative) and final evaluations (summative) in my assessment plan?
6. Are my assessments fair and inclusive, giving every student a chance to show what they know and can do?
7. Are my assessment results consistent and accurate, truly reflecting student learning?
8. Do my assessments focus on both how students learn and what they produce?
9. Am I using evidence and collaborating with other teachers to make fair judgments about student work when grading?
10. Do I provide timely and helpful feedback that guides students on how to improve?
11. Do I encourage students to think about their own learning and set goals?

12. Do my assessments help students develop important “Approaches to Learning” (ATLs)?
13. Am I using assessment information to understand what students need and to plan my next teaching steps?
14. Do I give students opportunities to take part in and reflect on their own assessments?

Integrating State and IB MYP Grading Systems

Franklin Academy Cooper City uses two distinct grading systems:

1. State Reporting: Traditional Percentage Grades:
 - Grades are calculated using weighted categories (e.g., Tests 35%, Quizzes 25%, Classwork 40%).
 - Final grades are reported as percentages/letters on report cards and transcripts.
2. IB MYP Reporting: Criteria-Based Achievement Levels:
 - Students receive IB MYP term grades (1–7) based on achievement against four subject-specific criteria (A, B, C, D), each scored 0–8.
 - Scores are totaled and converted using IB grade boundaries.
 - Achievement levels are **descriptive**, vary based on the student’s current year level, and there is no direct conversion or standardized correlation to traditional percentage grades.
3. Designing for Both Frameworks:
 - Assessments should be crafted to address both the Florida State Standards and IB MYP subject-specific objective/criteria.
 - Clear objectives, task specific clarification and rubrics that address IB MYP subject-specific criteria should be created to inform students of their expectations. Nothing impedes utilizing secondary rubric to assess other requirements that are beyond the IB MYP subject-specific objective/criteria.
 - Teachers must use professional judgment to assign percentage grades to the IB MYP achievement levels, taking into consideration the benchmark or benchmarks to be assessed, the assessment objectives, the skills explicitly taught, and that which would be a fair percentage grade for the IB MYP achievement level descriptor.
 - These determinations should be made when creating the assessment and informed to students accordingly.
 - While pursuant to the Parent Handbook percentage points are deducted for late work, the achievement level descriptor awarded to a student’s work should be reflective of work produced regardless of whether or not it was late.
4. Reporting and Communication:
 - State grades are updated in PowerSchool for real-time monitoring.
 - IB MYP criterion based assessment grades are reported through Toddle for real-time monitoring.
 - IB MYP term grades are reported at the end of each semester.
 - Guidance is provided to families on interpreting both systems.

Roles and Responsibilities

1. Teachers:

- Design and implement assessments aligned to both Florida State Standards and IB MYP criteria, ensuring accessibility and differentiation.
- Develop and communicate S.M.A.R.T. learning objectives and assessments.
- Use a range of formative and summative strategies to monitor progress and inform instruction.
- Ensure validity and reliability through collaborative planning and moderation.
- Provide timely, specific feedback and facilitate student reflection, including self- and peer-assessment.
- Accurately record and report results in PowerSchool and Toddle.
- Maintain academic integrity as outlined in the Franklin Academic Honesty Policy.
- Communicate regularly with students and families about assessment expectations, progress, and support.
- Engage in ongoing professional development related to assessment.
- Review this policy and the MYP Learning Journey Expectations guidance issued yearly by the pedagogical leadership team.

2. Students:

- Engage honestly and actively in all assessment activities, upholding academic integrity.
- Review feedback, reflect on progress, and set learning goals.
- Communicate with teachers about challenges or support needs.
- Take responsibility for deadlines and assessment guidelines.

3. Families:

- Support students in preparing for and reflecting on assessments.
- Review results and feedback via PowerSchool and Toddle.
- Communicate with teachers regarding questions or the need for support.
- Encourage student ownership of learning.

4. Pedagogical Leadership:

- Oversee implementation and alignment of IB assessment standards and state requirements.
- Provide resources, training, and support for assessment practices.
- Monitor data to identify trends and support improvement.
- Evaluate unit plans and learning experiences and provide feedback.
- Facilitate communication among all stakeholders.

Policy Review

This policy is reviewed annually at the beginning of the year by the Assessment Policy Committee composed of the Pedagogical Leadership Team (Curriculum Specialist, IB Coordinator, Instructional Coaches and Teacher Mentor), administrator, and designated stakeholders. The committee ensures the policy remains current, relevant, and responsive. This policy was last reviewed, amended, and approved on **August 19, 2025** by the following persons: Emilia Vazquez (Assistant Principal), Tiffany Ratner (Instructional Coach), Isabel Gonzalez (ESOL Coordinator), Amanda Riveron (MTSS Support), Jose Lugo (IB Coordinator), and the following teachers: Sheila Figueroa, Giselle Franco, Ranya Osman, Leonard Lamarche, and Rebecca Dumornay.