



Assessment Policy Franklin Academy Pembroke Pines (K-12) Campus

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Purpose and Philosophy

The Assessment Policy is a working document written by a committee of IB instructors, staff, and administrators from Franklin Academy Pembroke Pines (K–12). Consistent with the Florida standards and practices of the International Baccalaureate (IB), this document provides an overview of Franklin Academy Pembroke Pines (K–12)'s beliefs and practices regarding the purpose and use of assessment. This policy also sets forth clear expectations for teachers, family, student, staff, and administration.

At Franklin Academy Pembroke Pines (K–12), assessment is used as a vehicle for ongoing communication between teacher, student, and family with the goal of improved instruction and learning. As stated by our school's inspiration, Benjamin Franklin, "The doors of wisdom are never shut." The understanding that prior knowledge varies among students is considered when planning assessments. It is through the feedback from assessments that we are able to understand our student's current level of achievement, make necessary



adjustments to support their improvement, and offer further comprehension demonstration opportunities.

International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring students who will be able to create a more peaceful world through intercultural understanding and respect. Toward this end, IB works with schools, governments, and international organizations developing challenging programs of global education and rigorous assessment. Such programs encourage students worldwide to become active, compassionate life-long learners who understand that others, with their differences, can also be right. Franklin Academy Pembroke Pines (K–12),’s mission is to engage all students in a meaningful, educational experience that will help students become actively responsible for their own learning in preparation for the unique challenges of the global environment. Participating in our programs enables students to become learners who view the world through multiple perspectives. As an educational community, we will collaborate to design quality instruction that offers an intellectually challenging curriculum with an emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement.

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.

Responsibilities of Stakeholders

At Franklin Academy Pembroke Pines (K–12), we believe that all stakeholders must take responsibility for student achievement. In terms of assessment, this means the following:

Teachers will:

- Pre-assess students to ascertain the depth of the student's prior knowledge.
- Design appropriate, engaging, and rigorous units of study and assessment.
- Develop units of study that increase cognitive complexity (Depth of Knowledge, DOK) to meet the demands of standardized assessments.

- Provide instruction using command terms with explanation to also increase the student's metacognition.
- 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.
- Create lessons that make real-world connections between what they are being taught in the classroom, and how those ideas frequently impact their own life.
- Construct curriculum that guides students toward using the resources and diverse cultures at hand in an appropriate manner.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment, increasing the student's metacognitive skills.
- Provide timely and meaningful feedback to students and parents/legal guardians with student progress and areas of growth.
- Collaboratively work together to maintain consistent assessment procedures (develop task – specific descriptors, standardized grading practices, Unit Plans, and inquiry questions).
- Determine the student's level of achievement based on the teacher's professional interpretation of the IB criteria.
- Seek advice from peers, the leadership team, and administration, as needed, for support in adhering to this policy.

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 School 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 teacher for maintenance of assessment policies.
- Provide time for collaborative planning.
- Conduct International Baccalaureate (IB) meetings and subject group meetings.
- Provide opportunities for IB professional development workshops.
- Regularly observe teachers and provide timely feedback.
- Support a spirit of collaboration and collegiality among all stakeholders.
- Support the teachers' professional judgment regarding determining levels of achievement.
- Hold discussions in IB 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 Franklin Academy Pembroke Pines (K–12) website under the IB tab.
- Use those rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff and their children.
- Contact teachers with questions they might have regarding assessment.
- Regularly check student's academic progress and support their child's academic and character growth throughout the IB program.
- Regularly check teacher websites, Canvas, and Franklin Academy Pembroke Pines (K–12) website for IB updates.
- Communicate with teachers, students, and administrators/leadership/IB Coordinators/staff about questions or comments they have regarding their student's progress in the IB.
- Attend IB parent Academy 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 ~ Student 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 opportunities and 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 Franklin Academy Pembroke Pines (K-12), 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 Franklin Academy Pembroke Pines (K-12), 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 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 Franklin Academy Pembroke Pines (K-12).

- Assessments contain a backward design (Wiggins, G., & McTighe) to ensure the relevance of the objectives being taught (aligning with each

subject group's IB 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 develop and build approaches to learning skills which consist with 21st century skills.
- Assessments are grounded in real-world applications.
- Assessments provide students with multiple opportunities to display what they know, understand, or can perform.
- Assessments are frequent and ongoing and vary in type and purpose.
- 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 consider students with special education needs and their Individual Education Plan (IEP).
- Teachers work collaboratively to design IB unit planners, assessments, grading practices and task-specific rubrics.

Assessments are created to align with the International Baccalaureate MYP and DP subject assessment criteria, as well as state and national standards. MYP Year 4 and 5 assessments align to DP expectations and prepare them for the DP. DP assessments should prepare students for the final DP assessments (internal and external).

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.

Implementation of Formative, Summative and Standardized Assessments

The MYP and DP at Franklin Academy Pembroke Pines (K–12) employ three different categories of assessment: formative, summative and standardized assessments.

Formative Assessments

Formative assessments are part of the learning process, intended to measure learning and understanding, and provide feedback to teachers and students. Formative assessments are used for learning. Ultimately, formative assessments are used throughout the teaching process of a unit, in order to understand and reflect on the needs of learners as the unit progresses. They can be utilized as “stopping points” to gauge if students have learned the necessary skill and knowledge to be able to move on to increasingly complex learning.

A well-designed formative assessment will give students the opportunity to creatively inquire into problems using an open minded, risk-taking, explorative, and evaluative methodology, resulting in a deeper understanding of the content. Franklin Academy Pembroke Pines (K–12) believes that students should play an active role in assessing their progress and are encouraged to assess their own work using the MYP and DP rubrics before the teacher scores the work. Franklin Academy Pembroke Pines (K–12) believes that formative assessment in both the MYP

and DP should be ongoing, frequent, timely, fair, actionable, transparent, goal (rubric) reference, consistent and user-friendly (Marzano, Reeves, Wiggins).

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 IB area objectives as well as the Florida State Standards. Formative assessments allow instructors to differentiate based on abilities, learning styles, and student interests.

1. Examples of Formative Assessments
 - a. Observation
 - i. This tool is used to assess the engagement of students and understanding of skills. Instructors can observe in whole

groups, small groups individually. Students can be observed while working with the teacher or by the instructor taking the role of an outsider looking in.

- ii. Selected response
- iii. 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.
- iv. Process Journals
- v. These are used to facilitate student reflection, which is a critical component of the learning process. Journals track students' personal achievement and enable them to reflect upon their own learning experiences. It is required in some IB fields of study but can be utilized by all subject areas.
- b. Open ended tasks
 - i. Students elaborate on their understanding of specific prompts by constructing creative presentations, discussions, or writing tasks.
- c. Performance Tasks
 - i. 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.
- d. Portfolios
 - i. Portfolios provide a method for students to compile a collection of work throughout the course of the IB 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. Diagnostic tests (F.A.S.T. and Progress Learning)
 - i. F.A.S.T. and Progress Learning are the two assessment tools that are used for interim benchmark assessments. These assessment tools were created for and aligned to the B.E.S.T Standards in ELA and Mathematics, as well as the Next Generation State Standards for Science. The purpose of these assessments is to identify the students' areas of deficiency, measure academic growth, monitor progress, and diagnosis standard mastery of these state standards.
- f. External tests
 - i. The F.A.S.T and E.O.C. Assessments will be used as a measure giving insight to students, parents and educators of each

student's personal growth and achievement in terms 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
 - j. Journal entries
 - k. Short essay
 - l. Charts or graphs of personal achievement
 - m. Peer assessment
 - n. Benchmarks
 - o. Progress Learning (web-based)

Summative Assessments

Summative assessments are used to demonstrate student knowledge, understanding and skills. Each unit of inquiry will culminate in a summative assessment(s). These assessments should be rigorous, challenging, and involve multiple skills or steps. The assessments should connect to the statement of inquiry and one or more of the criteria for that subject area. Summative assessments require students to demonstrate and apply their knowledge in creative, thoughtful ways. The expectations will be clearly defined for the students before the assessment begins through distribution and discussion of the appropriate rubrics (either MYP or DP) using task specific clarifications. Students will also reflect on their performance and self-assess their work using the IB rubrics.

Franklin Academy Pembroke Pines DP teachers will use released DP examination questions in summative assessments at the end of the DP Year 1 and throughout DP Year 2 using the DP assessment criteria in each subject guide. Teachers who teach the same subject and grade level, whether it be in the MYP or DP, are provided common planning time to develop and use standardized assessments and to score them together to ensure

calibration and standardized scoring using the rubrics. Summative assessments should be used frequently enough to gauge a student's achievement toward the goal, usually at the end of a unit of inquiry. In the MYP students should be assessed summatively in at least twice in each criterion and in the DP, student should expect the same minimum number of summative assessments in order to accurately demonstrate their achievement toward meeting the goals for the course.

1. Examples of Summative Assessments

- a. Open-ended tasks
 - i. 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
 - i. 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
 - i. 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 IB objectives for a specific subject area, but are aligned with the Florida State Standards as well. Students will be scored on the IB grading scale.
- d. Interdisciplinary units
 - i. Interdisciplinary units bring together "concepts, methods, and/or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline."

2. Summative Assessment Tools

- a. IB criteria-based rubrics.
- b. Projects

Standardized Assessments

Standardized assessments are administered under consistent conditions to all students in accordance with local, state, and national requirements. Standardized and mandated assessments provide data that guide

teaching methodology and align to the standards regarding literacy, mathematics, social studies, and science.

1. Florida Assessments of Student Thinking (FAST)
 - a. (FAST) provide parents and families, teachers, policy makers, and the general public with information regarding how well students are learning the Benchmark for Excellent Student Thinking (B.E.S.T) standards. These tests are administered in:
 - i. Language and Literature at the end of each MYP Year 1–5 (6th–10th grade)
 - ii. Mathematics at the end of each MYP Year 1–3 (6th–8th grade)
2. End of Course Exams (EOC)
 - a. The Florida EOC Assessments are designed to measure student achievement of the NGSSS for specific courses, as outlined in their course descriptions (content knowledge and skills, as specified in the NGSSS benchmarks, taught in a course). These assessments are part of Florida's Next Generation Strategic Plan for increasing student achievement and improving college and career readiness. These exams are administered in:
 - i. Civics at the end of MYP Year 2 (7th grade)
 - ii. Algebra, which is given once the course is completed (MYP Year 2–5)
 - iii. Biology, which is given once the course is completed (MYP Year 3–5)
 - iv. Geometry, which is given once the course is completed (MYP Year 3–5)
 - v. US History, which is given once the course is completed (MYP Year 5 or 11th grade)
 - vi.

Types of Feedback

1. Correction of daily work
2. Check-ins (Data chats) 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 IB
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

Assessment

Franklin Academy Pembroke Pines (K–12) firmly believes that all students can achieve their goals given the appropriate instruction, support, and resources. At Franklin Academy Pembroke Pines (K–12), we provide 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 ESL student's Individual Education Plan (IEP) or outlined on the English Language Learners (ELL) strategies matrix.

Reports

The families of Special Education students receive communication through their Individual Education Plan (IEP) progress reports. These reports are sent home quarterly with student report cards, outline progress on 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. 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 assessment 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 Franklin Academy Pembroke Pines (K–12).

How Assessments Work Together

Throughout the unit, formative assessments are utilized to inform teaching methodology and identify areas of focus and re-teaching. At the conclusion of a unit, summative assessments provide students with a creative method of displaying knowledge and understanding. All formative and summative assessments align with MYP and DP course objectives and are related to the statement of inquiry which meets local, state, and national literacy and content standards.

Formative and summative assessments are used in conjunction to measure student understanding of content and skills, utilizing a variety of assessment strategies and tools. Standardized assessments offer an alternative lens to viewing and understanding student achievement, while meeting requirements for recording and reporting data. Implementing the MYP and DP assessments, as well as local/state/national assessment requirements, allows us to obtain more comprehensive and varied data on each student.

Using the MYP Assessment Criteria and Determining Achievement Levels

All four prescribed assessment criteria are utilized in each subject group in each year of MYP. Each assessment criteria is assessed in its entirety a minimum of twice over the course of the school year in each subject area. All summative assessments use the MYP assessment criteria. Summative assessments will be graded on an IB rubric scale of 0–8. Each subject area group will utilize the rubrics provided in their subject area guide for Criterion A, B, C, and D. Year 5 rubrics will be used for MYP 4 and MYP 5.

Each assessment activity must allow student access to a range of achievement descriptors. This may be achieved by assessing students on all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands. For each criterion assessed in the summative assessment, students are provided with the IB rubric along with the task specification. Students utilize this rubric to track and monitor their progress as well as self-assess at the completion of their summative. The teacher utilizes the rubrics to provide

specific feedback as well as to evaluate student work to determine the achievement level. Using the criterion referenced rubrics for each subject area grouped promotes a clear and streamlined approach to grading. It also emphasizes a growth model and promotes a growth mindset. It is expected that at the beginning of the year the students will be scoring in the lower achievement bands. As they progress through the course, then increased achievement is expected as they learn the knowledge, skill and understanding.

Using the DP Assessment Criteria and Determining Achievement Levels

Assessment practices in the Diploma Programme at Franklin Academy Pembroke Pines (K–12) adhere to the requirements of the International Baccalaureate which specifically state that assessment must include the following:

- “An emphasis on criterion–related (as opposed to norm–referenced) assessment. This method of assessment judges students’ work in relation to identified levels of attainment, rather than in relation to the work of other students.
- Formal IB assessments (both internal and external) and teacher designed formative and summative assessments that are used throughout learning processes.
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it.
- Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.”

At Franklin Academy Pembroke Pines (K–12), Diploma Programme teachers use IB–published rubrics for each type of assessment in the subject group to measure student achievement. The grades are then converted to the IB 1–7 scale. IB–published descriptors of each level of achievement (1–7) in each subject area are posted on the Franklin Academy Pembroke Pines (K–12) website and can be found in the document “Grade Descriptors” (IBO 2015). The final grade a student achieves in each Diploma Programme class, calculated only at the end of the academic year, reflects the student’s achievement as it relates to those descriptors. The final grade in Grade 12 (DP Year 2) should be based upon the student’s overall body of work with the

performance on the Internal Assessment pieces (IAs) and predicted exam scores being carefully considered.

"Best-Fit" Approach

The 'best-fit' approach is utilized to determine the achievement level. When assessing a student's work, teachers should assess each descriptor strand (found on all IB-published rubrics for both MYP and DP) individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

To ensure standardization, teachers in each subject group will build a shared understanding of the subject criteria and calibrate their scoring/determine the same achievement levels. When it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. This is when collaboration and conversation amongst colleagues are critical. It is important to remember that when using the "best-fit" approach, a student does not have to achieve all of the individual descriptor strands in a band level to be awarded an overall level in that band. To determine which achievement level a student earned (higher or lower), a determination must be made as to whether the work is a strong example of achievement in the band or a weak example of achievement in the band. If the work is a strong example of achievement in the band, then the teacher should give it the higher achievement level in the band. If the work is a weak example achievement in that band, the teacher should give it the lower achievement level in the band.

Recording and Reporting

Reporting in the MYP and DP

Currently, IB teachers are continuously receiving training on implementing IB rubrics and summative assessments into their curriculum. IB rubrics provide students with feedback about their overall achievement on the 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/Assistant Principal has conducted extensive research on tools and programs to record IB achievement levels. The IB MYP Coordinator, /Assistant Principal and the IB DP Coordinator/High School Assistant Principal, as well as all of leadership have completed the ManageBac training and met with the ManageBac representative to discuss the implementation of ManageBac as a tool for grade reporting and unit planning at Franklin Academy Pembroke Pines (K–12).

Grades and Report Cards

Franklin Academy Pembroke Pines (K–12) will have two grade reporting categories. IB student will receive their Franklin Academy Pembroke Pines (K–12) grade base on a percentage score from the following breakdown:

Grade Weights and Categories

It is the responsibility of the school administration to confirm that the weighting system used by the teachers is a correct and proper form of student measurement and that certain agreed upon practices are followed by all teachers. For example, the definition of a quiz depends on the value or weight of the quiz as compared to that of a test. In addition, the weighting of tests, projects, classwork assignments, and quizzes should be consistent by course. No parent or student may grade a child's work or file graded work.

Grade Level	Subject Area	Category Weights		Minimum Grade Requirements
		35%	Test	3

Middle School (MYP Year 1 – 3)	Language and Literature Mathematics Sciences Individuals and Societies Physical Fitness Design The Arts	25%	Quiz	4
		20%	Project	3
		20%	Classwork	8

Grade Level	Subject Area	Category Weights		Minimum Grade Requirements
High School (MYP Year 4 – 5) (DP Year 1 – 2)	Language and Literature	50%	Test/Project	3
		25%	Quiz	3
		10%	Homework	3
		15%	Classwork	3
	Mathematics	50%	Test	3
		25%	Quiz	3
		15%	Homework	3
		10%	Classwork	3
	Individuals and	45%	Test/Project	3
		30%	Quiz	3

	Societies	25%	Homework	3
	Sciences	60%	Test/Project/Lab	3
		20%	Quiz	3
		10%	Homework	3
		10%	Classwork	3
	Language Acquisition	40%	Test	3
		30%	Quiz	3
		15%	Homework	3
		15%	Classwork	3
	Physical Fitness	60%	Participation	3
		25%	Quiz	3
		15%	Unit Tests	3
	Design	50%	Tests	3
		20%	Quiz	3
		10%	Homework	3
		20%	Classwork	3
	Arts	50%	Test	3
		20%	Quiz	3
		30%	Classwork	3

Students in grades 6–10 will also be given an IB MYP grade and students in the IB DP in grades 11–12 will also be given an IB DP grade; both of which are directly linked to the IB level of achievement scores. Franklin Academy Pembroke Pines (K–12) has provided a percentage score as well as local score that correlates directly with the achievement scores. See Final Achievement Marks section for additional information. All IB students will be assessed according to the IB Assessment Rubrics for that particular subject year.

Communicating IB Grades with Families

Franklin Academy Pembroke Pines (K–12) teachers will have informal discussions with their students to advise them of their progress, grades and any missing formative and summative assessment tasks. During the 2023-2024 school year, Franklin Academy Pembroke Pines (K–12) will create an IB summative assessment progress report which outlines summative assessment scores in each subject group. IB Report Cards are sent home in January and in June.

Assessment in the MYP

Criteria for all MYP Subject Groups

Subject Group	Design	Individuals & Societies	Language Acquisition	Language & Literature	Mathematics	Physical & Health Education	Sciences	The Arts
A (8)	Inquiring and Analyzing	Knowing & Understanding	Listening	Analyzing	Knowing and Understanding	Knowing and Understanding	Knowing and Understanding	Investigating
B (8)	Developing Ideas	Investigating	Reading	Organizing	Investigating Patterns	Planning for Performance	Inquiring and Designing	Developing
C (8)	Creating the Solution	Communicating	Speaking	Producing text	Communicating	Applying and Performing	Process and evaluative	Creating/Performing

D (8)	Evaluating	Thinking critically	Writing	Using Language	Applying mathematics in real life contexts	Reflection & Improving Performance	Reflects on the impact of sciences	Evaluating
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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 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 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 & 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. Recognize 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 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 Pembroke Pines (K–12):

- 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 (i.e. quarters 1 & 1) and then assessed on year 3 rubrics for the second half of the year (i.e. quarters 3 & 4).
- All year 3 (8th grade) will be assessed with year 3 rubrics.
- All year 4 (9th grade) will be assessed with year 4 rubrics.

- All year 5 (10th grade) will be assessed with year 5 rubrics.

Teachers will grade all summative assessments against the pre-described IB subject group rubrics. The teacher will determine whether the first descriptor describes the performance of the summative assessment. If 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 judgement 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, Franklin Academy Pembroke Pines (K–12) 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 the Assessment Policy team.

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 criterion/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 judgement 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. 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. IB Report Cards are sent home in January and in June.

Ex: If a student receives a final numerical value 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 the 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 and creative thinking. Generally inflexible in the use of 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 significant 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.
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 skill with independence and expertise in a variety of complex classroom and real–world situations.

Assessment in the DP

DP Summative Assessment (internally and externally scored)

Franklin Academy Pembroke Pines (K–12) abides by all regulations and requirements of the ibo in the conduct and administration of both the internal components (Orals, Internal Assessments, Written Assessments, etc.) and the externally scored components of the International Baccalaureate Examinations.

All students enrolled in IB DP courses are expected to complete all parts of the IB exam following the guidelines for academic honesty spelled out in Franklin Academy Pembroke Pines (K–12)'s Academic Honesty policy. Students register for the externally moderated component of the exam by the deadline set forth by the ibo each year.

- Franklin Academy Pembroke Pines (K–12) students who register for any IB exam are committed to completing all sections of all the exams for which they have registered, including the Internal Assessment components.
- Franklin Academy Pembroke Pines (K–12) pays the registration fee for each of the examinations and the IB DP components and the following is expected from the student.
- Students agree to complete all sections of these exams adhering to the code of Academic Honesty expected of IB students as outlined in the Franklin Academy Pembroke Pines (K–12) handbook and Academic Honesty Policy.
- Students agree to complete the IA component of each exam adhering to the code of Academic Honesty expected of IB students as outlined in the Franklin Academy Pembroke Pines (K–12) handbook and Academic Honesty Policy.
- Students agree to complete the core components (EE, TOK, CAS) to the best of their ability adhering to the code of Academic Honesty expected of IB students as outlined in the Franklin Academy Pembroke Pines (K–12) handbook and Academic Honesty Policy.
- Students understand that by registering for these exams they are presenting themselves to colleges, universities and scholarship and financial aid committees as IB Diploma Candidates and that this puts them in better standing for admissions and financial aid.
- Students understand that if they fail to complete any of the exams (including the IA component) for which they have registered or if they commit Academic Malpractice on any portion of the exams, they will be dropped from the course.

Conduct of IB External Exams

At Franklin Academy Pembroke Pines (K–12), IB exams are conducted in specific secure testing rooms. Seats are numbered. Students are randomly assigned seats which are different for each exam. Students will NOT know prior to the time they enter the secure testing rooms which seat they have been assigned.

The following items are **not** permitted in the examination room:

- No backpacks are permitted in the testing rooms.
- Students must be in uniform to sit for an IB exam at Franklin Academy Pembroke Pines (K–12).

uniform cardigans, crew neck sweatshirts, fleece or rip-stop jackets are permitted, but not other outerwear is acceptable.

- No talking at all is permitted once students enter the examination room.
- Students are required to sit in the seat assigned to them as they enter the examination room.
- Students who need to use the bathroom during the administration of any IB exams MUST be escorted by an adult to a secure single restroom where the adult will wait outside of the door and then escort the student back.
- Electronic equipment, including cell phones, are NOT permitted in the examination room during any exam. (Some electronic devices, such as an approved calculator, are permitted in certain examinations.)
- Wearable technology is not permitted in the examination room. (Including, but not limited to, smart watches and smart glasses.)
- Notes or rough/scratch paper is not permitted in the examination room.
- Refreshments are not permitted in the examination room (water in clear, colorless bottles with no label is permitted at the discretion of the DP coordinator).
- No books or guides of any kind are permitted in the examination room.

If a student violates any of these regulation or takes any of these items into the testing room—even if it is by mistake – (s)he will be in breach of regulations and may not be eligible for a grade in the subject.

IB DP Descriptors

IB Score	IB DP Descriptors (from ibo 2015, DP Grade Descriptors)
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7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples. Demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation, and technical skill are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge, and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound context knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation, and technical skill are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skill are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.

3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There are some attempts to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. The ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context of audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Awarding of the International Baccalaureate Diploma (IB Diploma)

The IB Diploma will be awarded to a candidate provided all of the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" (No Grade Awarded) awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade failing grade awarded for theory of knowledge and/or the extended essay. o There is no grade of "1" awarded in a subject/level.
- There are no more than two grade "2s" awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for HL subjects, the three highest grades counts).

- The candidate has gained 9 points or more of SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination session need not be consecutive. (ibo 2014, General Regulations: Diploma Programme)

Assessment in Action of Franklin Academy Pembroke Pines (K–12)

At Franklin Academy Pembroke Pines (K–12) students that finish with year 5 (grade 10) are expected to offer and have students complete the personal project. The personal project is started in year 4 and must be completed by the end of year 5. IB DP students in year 1 and 2 (grade 11 and 12) who are registered as Diploma students must also complete Communication Activity Service (CAS).

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 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. Franklin Academy Pembroke Pines (K–12) 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.

IB DP Communication Activity Service (CAS)

CAS is composed of three strands which are often interwoven within the activities that students choose to participate in. The three strands include:

- Creativity ~ experiences that involve creative thinking.
- Activity ~ physical activity that contributes to a healthy lifestyle and outlook.
- Service ~ a voluntary activity (i.e. unpaid activity) that has a learning benefit for the students where the students 'give back' to the worldwide community

IB Training for Teachers

In our first year as a candidate school seeking authorization, the requirement is that at least one teacher per subject group will attend a category 1 workshop / training in his/her subject group. This was met by September 2017. A cadre of our teachers attended DP category 1 workshop / training in his/her subject groups during the summer of 2018.

In Fall of 2022, all the MYP teachers at Franklin Academy Pembroke Pines (K–12) completed a Category 1 training, online. Our goal is to begin to attend category 2 trainings beginning in 2023 but due to the teacher shortage, we held an IB summit where one teacher from each department got trained to be the department MYP lead. As Franklin Academy Pembroke Pines (K–12) teachers learn valuable information regarding IB, we ask them to then share this information with our IB staff and their specific subject groups through our IB bi weekly, department meetings, and collaborative planning times that are before school or after school.

Policy Creation Process

The Assessment Policy was created by a committee which consisted of the IB DP Coordinator, teachers from a variety of departments, and an Assistant Principal. The Assessment Policy was developed with the assistance of 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 Committee.

Lynn	Barone	Individuals & Societies
Jason	Blum	Science
Liset	Delgado	Individuals & Societies
Jimmy	Han	Physical Health Education
Mario	Hernandez	Mathematics
Jessica	Lamont	Design
Luis	Marsans	Mathematics
Luis	Mejia	Individuals & Societies
Joel	Ortiz	Physical Health Education
Jamie	Spruill	Design
Jamila	Stanbury	Design
Jennifer	Sunday	Rtl Coordinator
Lila	Vazquez	Science
Shontonna	Wray	Science
Britnie	Lawson	Individuals & Societies
Astrid	Ortiz-Rivera	Assistant Principal/DP Coordinator

Staff members were made aware of the policy-making process through regular updates of the meeting agenda during curriculum meetings and bi-weekly IB 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 IB 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 Parent Academy Information Nights that are held throughout the academic school year.

Policy Review Process

The Assessment Policy Committee has determined that the policy will be reviewed once each year. The initial review will occur during pre-planning. The implementation of the Assessment Policy in all IB classrooms at Franklin Academy Pembroke Pines (K–12) will be reviewed by the IB leadership team (which consists of the Principal, 5 Assistant Principals, IB Coordinators, Curriculum Specialists). This process is also documented on the observation checklist created by Franklin Academy Pembroke Pines (K–12).

Glossary of Terms

Abbreviation or Term	Brief explanation
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.
Collaboration	Two or more teachers working together to plan instructional units and assessments, standardized grading practices and common practices across the IB.
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.

Differentiation	Adjusting and modifying instruction based on students' needs and learning styles to help master academic content.
DP	Diploma Programme
ELL	English Language Learner
ESLS	Exceptional Student Education is an educational program that includes various services for students with special learning needs
EOC	End of course exam
ESOL	English for Speakers of Other Languages
Formative Assessment	Formative assessment takes place throughout the course of the unit and prepares student for summative assessments. Formative assessments inform teachers about student learning and progress but are not necessarily graded.
FSA	Florida Standards Assessments
IB	International Baccalaureate
IEP	Individual Education Plan
ManageBac	IB software designed for planning curriculum, assessment, and grade reporting in the IB continuum.
MYP	Middle Years Programme
Summative Assessment	Summative assessments take place at the end of the unit and evaluate student learning and academic achievement of objectives and standards.

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Franklin Academy Pembroke Pines (6–12) is a candidate school* for the Middle Years Program. The school is pursuing authorization as an IB World School. IB



world Schools share a common philosophy – commitment to a high-quality, challenging, and international education that we believe is important for our students.

For further information about the IB and its programmes visit our website at <http://ib.franklin academy.org/> under the IB tab.

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

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