



Assessment Policy

Franklin Academy

Pembroke Pines K-8 Campus

International Baccalaureate Middle Years Programme

Purpose

The Assessment Policy is a working document developed by a committee of International Baccalaureate (IB) teachers, leadership staff, and administrators from Franklin Academy Pembroke Pines K-8 Campus. Consistent with the standards and practices of the IB Middle Years Programme (MYP) (International Baccalaureate Organization, 2017a), this document provides an overview of Franklin Academy Pembroke Pines' beliefs and practices regarding the purpose and use of assessments. This assessment policy also serves to provide clear expectations for teachers, families, students, staff, and administration regarding assessment policies and practices.

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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.

Philosophy

At Franklin Academy, assessments are used as a means of ongoing communication between teachers, students, and families with the goal of improving instruction and learning. The data provided by assessments allow us to understand individual students' current level of achievement, drives instructional planning and guides the implementation of additional academic programs that offer further opportunities for our students to learn and demonstrate mastery of skills and content.

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 (International Baccalaureate Organization, 2017b). Our mission at Franklin Academy Pembroke Pines K-8 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 and

authentic assessments, students will become life-long learners that view the world through multiple perspectives. As an educational community, we will collaborate to design and provide high-quality instruction that offers an intellectually-challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement.

Franklin Academy Pembroke Pines 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 bridge a student's past learning experiences with new learning and understanding. The use of instructional data and prior assessment data will consistently impact and direct a teacher's differentiated instructional plan and implementation of rigorous authentic assessments.

Responsibilities of Stakeholders

At Franklin Academy Pembroke Pines K-8, we believe that all stakeholders must take responsibility for student achievement. With regards to assessments, the expectations are as follows:

Teachers will (Franklin Academy Cooper City Charter School, 2017):

- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with 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, and MYP Unit Plans).
- Use the best-fit strategy and 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.

Students will (Franklin Academy Cooper City Charter School, 2017):

- Exemplify the learner profile in their approaches to learning and assessments.
- Familiarize themselves with the 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.
- Check grades weekly in Power Schools.
- Reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

Administrative and Leadership Staff will (Franklin Academy Cooper City Charter School, 2017):

- 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 and provide feedback.
- Support a spirit of collaboration and collegiality among all stakeholders.
- Arrange parent and student conferences with all MYP teachers.
- Hold quarterly data chats to evaluate and determine levels of achievement.
- Monitor and hold discussions in MYP meetings on the use of ManageBac.

Parents and Guardians will (Franklin Academy Cooper City Charter School, 2017):

- Familiarize themselves with the rubrics and learning objectives for each of their children's courses.
- 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 assessments.
- Support their children's academic and character growth throughout the MYP.
- Regularly Edmodo and the Franklin Academy Pembroke Pines K-8 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 (Franklin Academy Cooper City Charter School, 2017; International Baccalaureate Organization, 2017b)

- 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.
- 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 supportive of best practices in the classroom and on assessments. These positive practices are expected to be introduced, modeled and used throughout the school. When used properly, these traits will be assessed through the criteria for the IB assessments.

Through the creation of assessments with real-world contexts, we encourage students to broaden their perspectives promoting international-mindedness. At Franklin Academy Pembroke Pines K-8, we see the diversity of our learning community and 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-8, we recognize that differentiation is the key to helping all students find success. We use a variety of resources and approaches to ensure all 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-8:

- Assessments use a backward design (McTighe & Wiggins, 2012) approach 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 or Next Generation Sunshine State Standards).
- Assessments include connections to the different IB learner profile traits (International Baccalaureate Organization, 2017b).

- 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 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) or 504 Plan.
- Assessment practices recognize and take into account students with gifted education needs and their Educational Plan (EP).
- Teachers work collaboratively to design MYP unit plans, 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.

Assessment Types

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 subject group objectives as well as the Florida State Standards. Along with the focus on standards, formative assessments allow instructors to differentiate based on abilities, learning styles, and student interests.

Examples of Formative Assessments

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. Teachers are able to assess student comprehension by engaging students in discussions or observing the whole class/ individual students when completing tasks.

Selected Response- Selected response can be either a test or a quiz given before, during, or at the end of a unit to assess students' understanding and achievement levels. This provides teachers and students with immediate feedback on learning.

Process Journal- Process journals 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. They are required in some MYP fields of study, but can be utilized by all subject areas.

Reflections – These journal entries require students to develop responsibility for their own learning by becoming active learners.

Portfolio- Portfolios provide a method for students to compile a collection of work throughout the course of the MYP. 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-led conferences.

Diagnostic Assessments- iReady Diagnostic and Standards Mastery Assessments – Assessment tools that provide formative and summative data with correlating instructional lessons for students to improve understanding and develop mastery of aligned skills.

Interim Assessments – An assessment tool used for interim benchmark assessments created for and aligned to the Florida State Standards in Language & Literature and Mathematics, as well as the Next Generation State Standards for Sciences and Individuals & Societies. The purpose

of these assessments is to identify the students' areas of deficiency, measure academic growth and monitor progress of the Florida State Standards.

Formative Assessment Tools

- a. Checklists
- b. Collection Of Work Samples
- c. Daily Work Checks
- d. Exit Slips
- e. Formative Rubrics
- f. i-Ready Lessons (Web-Based)
- g. Peer Assessment
- h. Qualitative Observation
- i. Regularly Scheduled Quizzes
- j. Student Self-Reflection Form
- k. Journal Entries
- l. Short Essays
- m. Charts or Graphs of Personal Achievement
- n. Warm-up Activities

Summative Assessments

Summative assessments are used as an evaluation of the individual student's achievement of objectives/criteria and standards. It provides for differentiation allowing students to demonstrate their knowledge and comprehension in a variety of ways using both MYP Subject Group objectives and the Florida State Standards/Next Generation Sunshine State Standards. A 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.

Examples of Summative Assessments

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.

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 group, but are aligned with the Florida State Standards as well. Students will be scored on the MYP grading scale.

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. They may be, but are not limited to, project-based assessments.

Open-ended tasks – Students elaborate on their understanding of specific prompts by constructing creative presentations, discussions, or writing tasks.

External Tests- The Florida Standards Assessments (FSA), End-of-Course Exams (EOCs), and Florida Statewide Assessments provide individual student achievement of the Florida Standards and Next Generation Sunshine State Standards, as well as their growth in terms of these standards (Florida Department of Education, 2017).

Summative Assessment Tools

- a. End of Course Exams (EOC) (Florida Department of Education, 2017)
- b. Florida Standards Assessment(FSA) (Florida Department of Education, 2017)
- c. Florida Statewide Science Assessment (Previously FCAT 2.0) (Florida Department of Education, 2017)
- d. IB MYP criterion-based rubrics (International Baccalaureate Organization, 2017b)
- e. Interdisciplinary units performance tasks
- f. Projects

Types of Feedback

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

Special Programs

Assessment

Franklin Academy Pembroke Pines believes that all students can achieve their goals given the appropriate instruction, support, and resources. At Franklin Academy Pembroke Pines, 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 for assessments delivered via a computer-based method. Accommodations are included within each Exceptional Student Education (ESE) student's IEP (Florida Department of Education, 2008) or outlined on the English Language Learners (ELL) strategies matrix (Broward County Public Schools, 2017a).

Reports

The families of ESE students receive communication regarding student performance and standards' mastery via our digital gradebook tool, quarterly benchmark assessment reports and continuous updates from the teachers and special programs staff. Families are invited to attend annual meetings to review their student's plan with the student's 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 ESE 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 the WIDA ACCESS 2.0 assessment (Broward County Public Schools, 2017b), 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-8.

MYP Projects: Community Project

Franklin Academy Pembroke Pines K-8 recognizes that action and service are integral pieces in helping students become inquiring, knowledgeable and caring young people who aspire to become active, compassionate, and life-long learners to help create a more peaceful world (International Baccalaureate Organization, 2017b). Franklin Academy Pembroke Pines K-8 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.

Recording and Reporting

IB teachers will inform students of their proficiency by sharing their achievement levels on the MYP Rubric 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 will be 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/Head of School have conducted extensive research on tools and programs to record IB achievement levels. The IB MYP Leadership Team completed the ManageBac demo training (Summer 2016) and discussed the implementation of ManageBac as a tool for grade reporting and unit planning at Franklin Academy Pembroke Pines. Our goal is to begin using ManageBac Reporting Tool at the beginning of the 2018-2019 school year as a resource for our IB MYP.

Grades and Report Cards

Franklin Academy Pembroke Pines will have two grade reporting categories. IB students will receive their Franklin Academy Pembroke Pines grade based on a percentage score derived from the Florida standards-based curriculum utilizing the following breakdown:

GRADES	SUBJECT AREA	CATEGORY	WEIGHT
1 – 8	All Subject Areas	Test	40%
		Quiz	35%
		Classwork	25%

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 progress towards the AR goal will have an impact on the final quarter grade.

Students in Years 1-3 will also be given an IB grade which is directly linked to the IB level of achievement scores (International Baccalaureate Organization, 2017b). Franklin Academy Pembroke Pines has provided a percentage score as well as local score that correlate directly with the achievement scores. See the Final Achievement Marks section for more information. Students will receive an IB grade two times a year- once at the end of Quarter 2 and the second at the end of the school year. All IB MYP students will be assessed according to the IB MYP Assessment Rubrics for that particular subject year.

Communicating IB MYP Student Progress and Performance

Franklin Academy Pembroke Pines teachers will record IB grades. Teachers are required to post all graded assignments within 72 hours, and are strongly encouraged to contact home to discuss student achievement on IB summative assessments. Teachers will have informal data chats with their students to advise them of their progress, grades, and any missing formative and summative assessment tasks. Prior to the 2018-2019 school year, Franklin Academy will create an IB summative assessment progress report which outlines summative assessment scores in each subject group. It is our goal to begin the process of student-led conferences in the second half of the academic school year. The goal will be to have a minimum of two

student-led conferences. Teachers are required to update their websites with assessment information about any upcoming IB assignments. The Franklin Academy Pembroke Pines school website has a list of a teacher websites that are regularly monitored by our administrative team.

IB Training for Teachers

In our first year as a candidate school seeking authorization, at least one teacher per subject group attended a Category 1 workshop in his/her subject group. After the first year, IB teachers began to attend Category 2 and 3 trainings. As Franklin Academy Pembroke Pines teachers learn valuable information regarding IB, we ask them to then share this information with our MYP staff and their specific subject groups through our MYP bi-weekly meetings and designated collaborative planning times.

A summary of the MYP Assessment Criteria for All Subject Groups

Subject Group:	A (8)	B (8)	C (8)	D (8)
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Language & Literature	Analyzing	Organizing	Producing text	Using Language
Language Acquisition	Comprehending spoken & Visual Text	Comprehending Written & Visual Text	Communicating in response to spoken, written, and visual text	Using language in spoken or written form
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflection and Improving Performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of sciences
Design	Inquiring and Analyzing	Developing ideas	Creating the Solution	Evaluating
Arts	Knowing and Understanding	Developing Skills	Thinking creatively	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 that specific achievement level. All summative assessments are assessed by the IB MYP published criteria rubrics for each subject group and year level. Given that the MYP published assessment criteria are holistic, teachers will be 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 & 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: 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 (8th grade), and year 5 (10th grade). At Franklin Academy, all year 1 students (6th grade) will be assessed on year 1 rubrics. 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), with the goal being that all year 2 subject teachers create an intermediate set of descriptors for year 2 work that represents a mid-way point between year 1 and year 3. All

year 2 and 3 students will be assessed with year 2 or 3 rubrics, respectively, in all subjects, depending on the level of the course taken. Courses that are at a higher level, for example Algebra 1, will be assessed with the appropriate year level rubric.

Teachers will grade all summative assessments against the pre-described IB MYP subject group rubrics (International Baccalaureate Organization, 2017b). 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, Franklin Academy Pembroke Pines will provide 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 and conduct norming sessions to ensure consistency in grading.

The Assessment Policy Committee, with the support of all MYP teachers, have created an IB equivalency 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 Equivalency 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 (International Baccalaureate Organization, 2017b). Each strand in each criterion must be assessed two times as well (International Baccalaureate Organization, 2017b). 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. At this point we will focus on assessing only summative assessment tasks at the end of each unit. It is our ultimate goal to grade and include formative assessments with MYP Criteria.

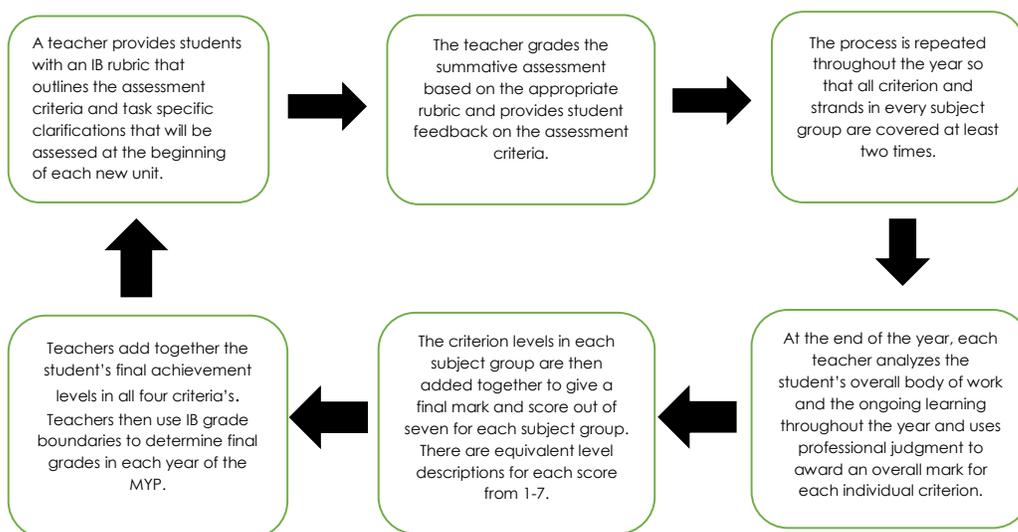
The final achievement mark will be awarded at the end of each school year. Students' final achievement levels will be determined by all four criteria of each subject group. Then teachers will use the grade boundary guidelines from IB to determine final grades in each year of the MYP. The tables provide a means of converting the criterion level totals into a grade based on a scale of 1-8.

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.

Example: 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 5 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 Action at Franklin Academy Pembroke Pines



Policy Creation Process

The Assessment Policy was created by a committee which consisted of the IB Coordinator, one Language and Literature teacher, one Science teacher, three Mathematics teachers, the Curriculum Specialist, and members of our administrative team consisting of our Principal and both Assistant Principals. The Assessment Policy was developed using 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:

- o Diacris Cardoso- Assistant Principal
- o Elena Diaz- Head of School
- o Leyssa Helgeson- Curriculum Specialist
- o Tobias Hernandez- Mathematics
- o Alexander Lopez- Sciences
- o Kim Lowy- Mathematics
- o Hector Martinez- Mathematics
- o Kathy Ross- IB MYP Coordinator
- o Elizabeth Svilar- Language and Literature

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 will be 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. The Educational Excellence Advisory Council (EESAC) was given copies of the policy drafts in order to provide input from parents, students and community members. 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 will be highlighted during the IB MYP Parent Information Nights that will be 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 review will occur before the school year begins. The implementation of the Assessment Policy in all MYP classrooms at Franklin Academy Pembroke Pines will be reviewed by the MYP leadership team (which consist of the Principal, two Assistant Principals, IB Coordinator, Instructional Support Team and the Special Programs Coordinator) as part of the teacher observation process (which is also documented on the observation checklist created by Franklin Academy Pembroke Pines).

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Franklin Academy is an IB World School for 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.

For further information about the IB and its programmes visit our website at <http://pp.franklin-academy.org/> under the "for Parents" section and International Baccalaureate tab.