



ADA MERRITT K-8 CENTER MIDDLE YEARS PROGRAMME ASSESSMENT POLICY



Ada Merritt K-8 Center recognizes that teaching, learning, and assessment are tightly connected. Accomplished teachers ground their instructional decisions in their knowledge of students as people and as learners, as well as in their knowledge of the subject they teach. They recognize that students have different learning styles and diverse cultural backgrounds. To address this variety of needs, assessment at Ada Merritt K-8 Center takes many forms.

How do we assess?

- As outlined by the International Baccalaureate, assessment in the Middle Years Programme is criterion-related. Students are regularly assessed through formative as well as summative assessment tasks in each subject. Their performance is evaluated using the criteria for the targeted IB objectives. Prior to completing a task, students receive a task-specific rubric that outlines what they need to do in order to demonstrate mastery of the targeted objectives. Since Ada Merritt is implementing a three-year program, subject teachers are using year 1 and 3 objectives and criteria. Year 2 teachers use either depending on the time of the year or the level of their students.
- As a Miami-Dade County public school, Ada Merritt K-8 Center must follow the assessment guidelines set by the district as well as the MYP requirements. Students are evaluated in a variety of ways:
 - Self-reflection
 - Surveys
 - Peer and self-evaluation
 - Portfolios
 - Development Workbooks and Process Journals
 - Projects
 - Presentations (oral and visual)
 - Performances
 - Competitions
 - Standardized tests: Florida Standards Assessments (FSA), End of Course (EOC) assessments in Algebra, Geometry, and Civics, and Advance Placement (AP) test in Spanish
 - Quizzes and classroom examinations.

When do we assess?

- Formative assessment is ongoing throughout the year
- Summative assessments are planned at the end of each unit
- State and district mandated assessments occur at times prescribed for all public schools in the region.



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What do we assess?

Teachers assess all strands of all subject objectives during the course of the year.

When and how do we report on assessment?

- Teachers record district grades, assignments, and comments in an electronic grade book, which may be viewed by students and their parents at any time.
- In an effort to reflect the MYP assessment criteria in the district gradebook, teachers enter their grades into categories aligned with the MYP assessment criteria for their subject
- Teachers record IB grades in **Managebac**:
 - they are asked to provide a minimum of two judgements for each strand of each criterion
 - at the end of the year, they provide a final judgment about student achievement made on a “bestfit” basis.
- MYP grades are generated using an IB rubric. They may be converted into Miami-Dade County Public Schools (M-DCPS) grades using the attached conversion table
- Miami-Dade County Public Schools reports students’ performance for each of the 4 grading periods with an interim report mid-way through the period and a final report at the end of each nine-week period
- The school issues an IB Record of Achievement at the end of the year
- Individual student/parent team conferences are scheduled upon request from students, parents or teachers
- At the end of the year, parents are invited to come to school and review with their child the student portfolio, and to provide feedback.

Other Assessment Considerations

- Late work is graded at teacher’s discretion
- Accommodations are made throughout the year and during testing for students with special accommodations as listed on their educational plan.

Assessment Policy Review

The Ada Merritt K-8 Center Assessment Policy is reviewed yearly by teachers and administrators to reflect any changes in our grading system and grade reporting practices. It is shared with the school community on the MYP page of the school website at <http://adamerritt.dadeschools.net> .



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MYP Grade Conversion Table

| IB Grade | M-DCPS GRADES | |
|----------|---------------|--------------|
| | % | Letter Grade |
| 7-8 | 90-100 | A |
| 5-6 | 80-89 | B |
| 3-4 | 70-79 | C |
| 1-2 | 60-69 | D |
| 0 | Less than 60 | F |

Final Grade Table

| IB Final Grade | Boundary guidelines | Descriptor | M-DCPS Grade |
|----------------|---------------------|--|--------------|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. | F |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. | D |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. | D+/C- |
| 4 | 15-18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. | C |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. | C+/B- |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. | B/B+ |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. | A |