



Memorial Middle School and Jones High School International Baccalaureate World Schools Assessment Policy

Our schools believe in and value students' ability to be inquirers, risk-takers, and thinkers; to communicate knowledge and understanding in real world contexts as open-minded, reflective, principled, and caring learners. To this end, our assessments are designed to provide meaningful feedback during the teaching and learning process and measure student mastery of the Florida State Standards and the IB objectives, in alignment with the Admission and Inclusion Policy.

We believe that good practices for meaningful assessment:

- provide opportunities for students to demonstrate their knowledge, understanding, skills, and attitudes.
- consider students different learning styles, special needs, prior knowledge, mother tongues, linguistic abilities, cultural diversity, and multiple perspectives.
- promote student development of critical thinking, verbal reasoning, and reflection.
- support collaborative review of data to inform teaching and learning practices and standardization of assessment practices to ensure fair and appropriate grading practices.
- provide timely and meaningful feedback to students and parents in order to monitor progress during the learning process and after the unit of instruction is complete.

Formative assessment:

- **Purpose:** allows for monitoring of progress and growth during the teaching and learning process, allows teachers to provide meaningful feedback on the learning process and growth, allows teachers to remediate, accelerate, extend, or differentiate based on student needs.
- **Types:** exit slips, quizzes, short writing assignments, Kahoot, simulations, experiments, Socratic Seminars, Cornell Notes, Venn-diagrams, presentations, think-pair-share, Close Reading, visible thinking routines, homework, and teacher observation.

Summative assessment:

- **Purpose:** allows students to demonstrate their knowledge and understanding after the teaching and learning process with authentic performance based real world tasks, allows teachers to evaluate a student's level of mastery in the MYP criteria and award a level of achievement, allows teachers to modify future units of study, teaching strategies, and learning experiences based on student assessment data.
- **Types:** writing assignments, oral and visual presentations, portfolios, research projects, process journals, hands on labs and simulations, debates, and performances.

State and local requirements:

Students in the state of Florida must learn the Florida State Standards. Student mastery of the standards is assessed on the Florida Standards Assessment (FSA) and End of Course Exams (EOC) administered annually in grades 3-10. In Orange County Public Schools, for courses not assessed by the FSA or EOC Common Final Exams (CFE), student mastery is measured with a locally created 40 question Common Final Exam (CFE). FSA scores are used to determine student placement in courses. EOC scores are calculated into a student's district grade for the course, with a weight of 30%. CFE scores are calculated into a student's district grade for the course, with a weight of 20%. Students and families are informed of these requirements at quarterly data chats and school information sessions; as well as how these requirements impact academic standing, placement in classes, and graduation requirements.

Recording and reporting local requirements:

Orange County Public Schools records student achievement using a 100-50 percentage scale which is reported using an A-F letter grade. Teacher's record progress into Skyward and grades are simultaneously reported to students and parents through Skyward online access. Teachers are required to record at least two assessments a week. Progress Reports are sent to families in the fifth week of the quarter and Report Cards are sent at the end of each nine-week quarter. Semester courses report a final semester grade and year-long courses report a final grade at the end of the year.

MYP Assessment Criteria: Each subject group has four assessment criteria that are used to determine student progress in the use of knowledge, understanding, skills, and attitudes.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting and the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Evaluating	Synthesizing	Reflecting	X
MYP Personal Project	Planning	Applying Skills	Reflecting	X

Each criterion is assessed using a rubric that is divided into five bands. Each band has a specific description of the level of achievement for each strand or learning expectation. Each strand must be assessed at least twice over the course of a school year in each subject group.

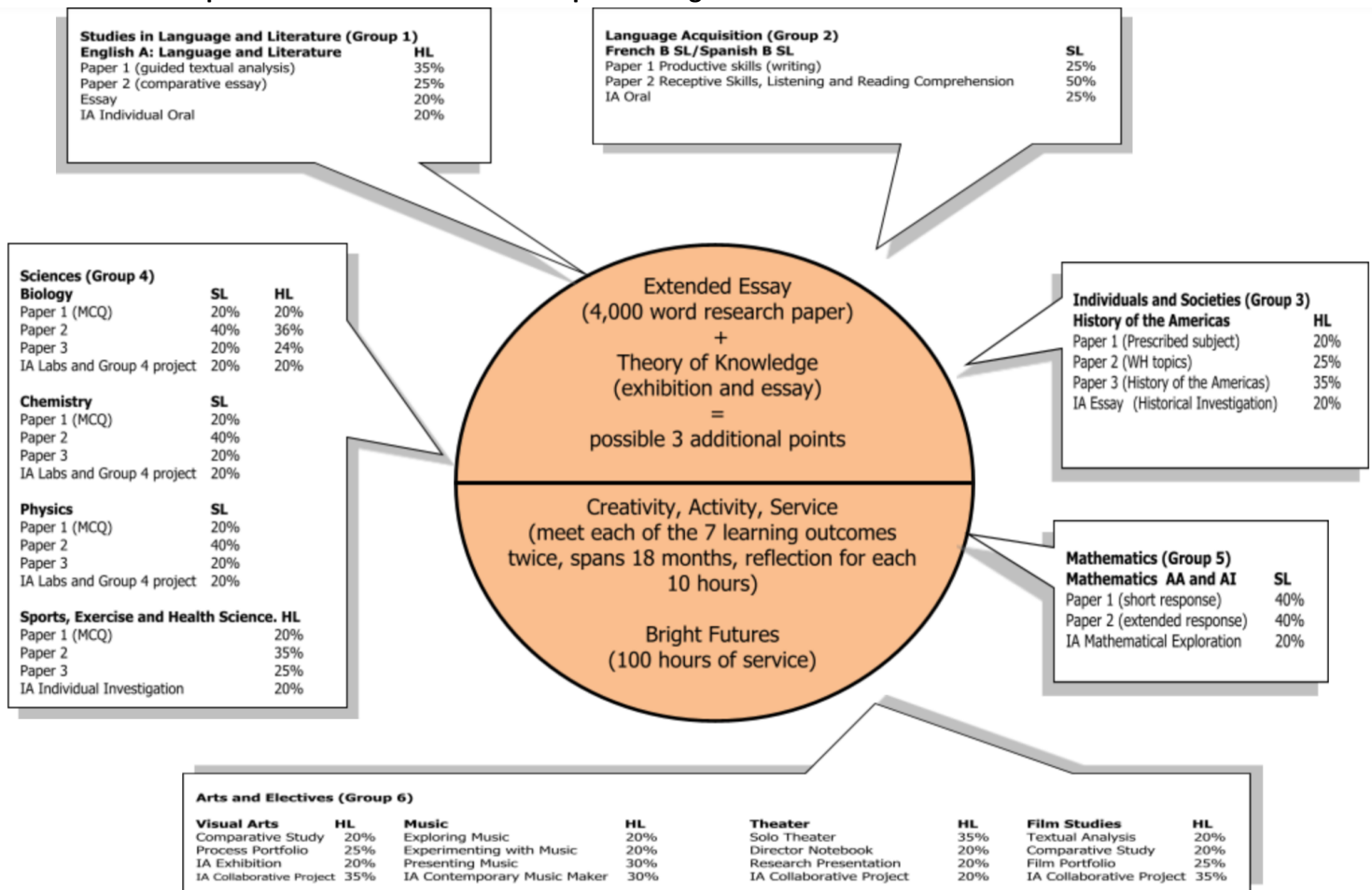
Level of Achievement	Descriptor
7-8	Exceeds expectation
5-6	Meets expectation
3-4	Basic understanding
1-2	Limited understanding
0	No understanding demonstrated

Recording and reporting MYP criteria: Student achievement levels on summative assessment tasks are determined using the MYP criteria for the grade level (7th grade uses MYP year 1 and 9th grade uses the MYP year 5). Teachers record the 0-8 achievement level for each assessment and provide appropriate feedback recommending areas for improvement. Scores are reported in Skyward using the 100-50 percentage score using the following conversion.

IB MYP Level of Achievement	OCPS Score	OCPS Letter Grade
8	100	A
7	95	A
6	90	A
5	85	B
4	80	B
3	75	C
2	65	D
1	60	D
0	55	F
no work submitted	missing	F

DP Assessments

IB Assessment Components for students in the IB Diploma Programme at Jones HS.



Jones High School Class of 2023 IB Diploma Programme Assessments

Students must successfully complete all components to graduate with a Jones high school diploma.

The IB Diploma is awarded when a candidate meets the conditions outlined below:

- All IB Internal (IA) and External Assessments (EA) are completed and submitted on time.
- A completed Extended Essay (EE) is completed and submitted on time.
- Candidates arrive on time and complete every IB Examination (Paper) in May.
- CAS requirements are met.
- The candidate has earned at least 24 points. Each IB subject is grade on a scale of 1-7. TOK and the EE are graded on an A-E scale and can earn up to 3 points towards the diploma.
 - An N is not awarded for TOK, EE or any subject (HL/SL).
 - A grade E is not awarded for one or both of TOK/EE.
 - There is no grade 1 awarded in any subject.
 - Grade 2 has been not been awarded three or more times in any subject (HL or SL).
 - Grade 3 or below has not been awarded four or more times in any subject (HL or SL).
 - The candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 - The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
 - The final award committee has not judged the candidate to be guilty of academic misconduct.
- An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course results for individual DP subjects and will earn the OCPs High School Diploma as long as the above-stated criteria (1-4) are met.

Resources: Glenridge Middle School Assessment Policy, Jackson Middle School Assessment Policy, Carver Middle School Assessment Policy, Guidelines for developing a school assessment policy in the Middle Years Programme.

Date modified: January 10, 2022. *This policy will be presented to the staff and reviewed annually. Revisions will occur as necessary.