



# Lexington Middle School Assessment Policy

## **Philosophy**

Lexington Middle School uses both the Lee County Public Schools grading policy as well as the IB MYP subject specific assessment criteria. Assessment in the IB MYP programme is criterion related, to measure student achievement against specific subject criteria rather than against other students in the class. Instruction and assessment are designed to help students determine what their next steps should be on their path to learning.

Effective assessment places students at the center of their learning and allows teachers to monitor student progress and adjust instruction to improve achievement. At Lexington, "Zero is not an option". Therefore, there are times when teachers show flexibility toward aspects of assessment tasks, such as deadlines and resubmission of tasks. As students progress through our 3 year program, we cultivate discipline in meeting deadlines and submitting work that achieves the highest assessment levels.

## **Principles**

Frequent internal and regular external assessment of curricular objectives using IB criteria, Florida's Next Generation Standards, and Florida State Standards provide evidence of student achievement. At Lexington, we are guided by the following assessment principles:

- All students can learn
- Assessments monitor the progress of student learning
- Assessments should take various forms and methods
- Assessments of various types determine the effectiveness of teaching
- Assessments should reveal what the student knows and understands
- Assessments should inform and enhance teaching and study practices
- Assessments should, when appropriate, be authentic and connected to a real-world context
- Assessments should affirm student progress and success
- Assessments should promote higher order thinking and questioning skills
- Assessments should provide opportunities for self-reflection

## Types of Assessment

### *Formative:*

Formative assessments are used on a daily basis within our school to measure what the students' knowledge and understanding of a concept, in order for the teacher to proceed with the lesson and the learning goal. Results of formative assessments drive instruction and allow teachers to make necessary adjustments in order to provide momentum, intervention, or extension of concepts. Some examples of formative assessments are:

- Exit ticket
- Quiz
- Kagan structure
- Quick write
- Think, pair, share
- Anecdotal records
- Essay
- Short response
- Lab reports

### *Summative*

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. The level of mastery is determined by an assessment rubric or the Lee County grading scale. Teachers are required to have all grades up to date and recorded in Pinnacle, which is the online grade reporting system. Parents and students have access to grades through the Lee County ParentLink portal. We also provide paper interim report cards every three weeks and quarterly report cards. In addition, parents are notified of student achievement and/or progress during conferences between, students, teachers, parents, guidance counselors and/or administration. Teachers use a variety of summative assessment methods such as:

- Presentations
- Unit exams
- Projects
- Portfolios
- Labs
- Essays

### *Internal*

Internal assessments are completed in all grade levels and focus on skills as well as the subject content. These assessments are graded by classroom teachers using the IB rubrics and the Lee County grading scale. The IB assessment scores were submitted for monitoring of assessment to ensure that scores worldwide are consistent. The School District of Lee County also requires assessment in order to gather and track data by teacher, school, and district. Examples of these types of assessments include:

- IB summative assessment tasks (projects, portfolios, presentations, unit exams, essays, lab reports)
- Common Course Exams
- District writing prompts
- Collections (ELA) assessments
- Teen Biz lexile assessments

## *External*

External assessments are mandated by the state of Florida and are completed in grades 6, 7, and 8. Lexington teachers proctor these exams, and the results are evaluated by the Florida Department of Education. These exams include the following:

- 8<sup>th</sup> grade FCAT science
- 6,7,8 grade Florida Standards Assessment (FSA) writing and reading
- 6,7,8 grade FSA math
- 8<sup>th</sup> grade FSA Algebra End of Course Exam (EOC)
- 7<sup>th</sup> grade Civics EOC

## **Grade Reporting Scale**

The School District of Lee County has adopted the following grading system:

|             |            |
|-------------|------------|
| A= 90 - 100 | Excellent  |
| B= 80 - 89  | Good       |
| C= 70 - 79  | Average    |
| D= 60 - 69  | Poor       |
| F= 0 - 59   | Failure    |
| I           | Incomplete |

## *International Baccalaureate Middle Years Program*

MYP assessment is internal and teachers grade the work using internationally benchmarked IB objectives and the aligned criteria for each subject. Each criterion is aligned to an 8 point rubric and should be assessed at least twice in a year. This is now standardized across all subjects. Subject area teachers plan and grade together in order to provide standardization of lessons and grading procedures.

The MYP assessment criteria across subject groups can be summarized as follows.

|                                      | A                                    | B                                     | C                         | D                                    |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|--------------------------------------|
| <b>Language and literature</b>       | Analyzing                            | Organizing                            | Producing text            | Using language                       |
| <b>Language acquisition</b>          | Comprehending spoken and visual text | Comprehending written and visual text | Communicating             | Using language                       |
| <b>Individuals and societies</b>     | Knowing and understanding            | Investigating                         | Communicating             | Thinking critically                  |
| <b>Sciences</b>                      | Knowing and understanding            | Inquiring and designing               | Processing and evaluating | Reflecting on the impacts of science |
| <b>Mathematics</b>                   | Knowing and understanding            | Investigating patterns                | Communicating             | Applying mathematics in real-world   |
| <b>Arts</b>                          | Knowing and understanding            | Developing skills                     | Thinking creatively       | Responding                           |
| <b>Physical and health education</b> | Knowing and understanding            | Planning for performance              | Applying and performing   | Reflecting and improving performance |
| <b>Design</b>                        | Inquiring and analyzing              | Developing ideas                      | Creating the solution     | Evaluating                           |
| <b>MYP projects</b>                  | Investigating                        | Planning                              | Taking action             | Reflecting                           |
| <b>Interdisciplinary</b>             | Disciplinary grounding               | Synthesizing and applying             | Communicating             | Reflecting                           |

## MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1-7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

| Grade | 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.      |

Lexington has produced a school-designed MYP assessment report to monitor progress on subject based criteria in order to determine the student's achievement level.

| Summative Assessment Task | Criterion A | Criterion B | Criterion C         | Criterion D |
|---------------------------|-------------|-------------|---------------------|-------------|
|                           |             |             |                     |             |
|                           |             |             |                     |             |
|                           |             |             |                     |             |
|                           |             |             |                     |             |
| Final Levels              |             |             |                     |             |
| Criterion Levels Total    | /32         |             | Final Subject Grade |             |