
Dundee Ridge Middle Academy
International Baccalaureate Middle Years Programme
Candidate School



Assessment Policy

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I. PURPOSE, MISSION, AND BELIEFS

A. PURPOSE OF THE ASSESSMENT POLICY

The Assessment Policy is a working document developed by a committee of teachers and administrators from Dundee Ridge Middle Academy. Consistent with the standards and practices of the International Baccalaureate Middle Years Programme (IB MYP), this document provides an overview of DRMA's beliefs and practices regarding the purpose and use of assessment.

B. MISSION AND BELIEFS

“To prepare students to be lifelong learners by creating opportunities to develop the knowledge, attitudes and skills needed to manage the complexity of an ever-changing 21st century. Through challenging curriculum delivered in a respectful, diverse learning environment, students will reach their full potential, master academic standards and be prepared to take responsible action as citizens in a global community.”

The DRMA mission statement is closely tied to our Assessment Policy. As assessment plays a crucial role in students' learning, this policy is important in helping our school achieve its mission.

C. PHILOSOPHY

Effective assessment places students at the center of their learning and allows teachers to monitor student progress and adjust instruction to improve achievement beginning with our 5th grade students. It is important that our students develop attitudes towards assessment that encourage them to always give their best efforts to the task and set goals for the future.

As a public, IB Middle Years Candidate School Programme, DRMA will assess students using both the Polk County Public Schools Grading Policy as well as the MYP Assessment Criteria found in the subject guidebooks. Assessment in the International Baccalaureate Programme is criterion related, which means that teachers measure student achievement against specified subject criteria rather than against other individuals in the class.

Leadership in rigorous education

We acknowledge that in order for students to reach their greatest personal potential, they need to be provided with opportunities that challenge them and help them grow. To this end, teachers design authentic, rigorous, and student-centered assessments that promote important skills for 21st century

learners and leaders. Throughout their units of study, students develop the Approaches to Learning skills of thinking, communication, collaboration, reflection, organization, information literacy, and transfer. Students are able to call upon these abilities, not only on their summative assessment tasks but in everyday life, giving them the skills and experiences necessary for success.

II. PURPOSE OF ASSESSMENT

At Dundee Ridge Middle Academy, we believe that assessment is designed to:

- support and encourage student learning
- provide data on student performance, enabling teachers to monitor student progress toward achievement of learning targets
- shape instructional practices through the analysis of data
- determine needs for differentiation of instruction
- inform students of their progress and achievement, identifying areas of growth and providing feedback for learning
- promote reflection among teachers and students

III. PRINCIPLES OF ASSESSMENT

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At Dundee Ridge Middle Academy, our assessment practices reflect our philosophy of assessment:

A. Assessment is authentic, rigorous, and student-centered:

- Assessment is grounded in real-world application and is appropriately challenging.
- Assessment provides multiple opportunities for students to demonstrate what they know, value, understand, and are able to do.
- Assessment is designed to assist students' development of the Approaches to Learning skills, which coincide with 21st century skills.
- Assessment provides students with opportunities to guide their inquiry and continue their learning.

B. Assessment is differentiated:

- Assessment is varied in type and purpose.
- Assessment practices recognize and take into account students with special educational needs.

C. Assessment is a transparent shared process:

- Assessment criteria are shared with students prior to the assessment, making students aware of the expectations at all stages of their learning.
- Assessment practices provide students with opportunities for reflection, as well as peer assessment and self-assessment.
- Assessment enables ongoing communication between students and teachers.
- Assessment data promotes content-area and interdisciplinary collaboration among teachers.

D. Assessment provides meaningful feedback:

- Assessment focuses on both the learning process and learning outcomes.
- Assessment aligns with the MYP aims and objectives, as well as the Florida State Standards/ National Standards of each subject area, informing students and teachers of the level to which learning targets are met.
- Assessment provides teachers with data to reflect upon and drive instructional practices.
- Assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.

IV. THE FOUR PRINCIPLES OF GOOD PRACTICE

A. AFFIRMING IDENTITY AND BUILDING SELF-ESTEEM

Valuing the diverse needs of all members of our learning community affirms identity and promotes self-esteem. For this reason, differentiation is an important part of teaching and learning at Dundee Ridge Middle Academy. Differentiation can take many forms and can be found in assessments throughout a unit of study, as teachers adjust the content, process, and/or product to meet the needs of the individual learner.

B. VALUING PRIOR KNOWLEDGE

Understanding that students possess various amounts of prior knowledge, and even differing viewpoints on and/or understandings of the same concept, teachers take into consideration students' unique background experiences when planning assessment tasks. Through the use of various pre-assessment strategies, teachers can determine whether they need to:

- bridge a student's experiences with the information they are learning in class
- link the student's past learning in class with new learning
- build background knowledge in the absence of prior knowledge
- provide more rigorous tasks for students who have already been exposed to and mastered the current learning

C. SCAFFOLDING

DRMA and IB strive to develop lifelong learners. However, in order for students to gain independence in learning, there must be a gradual release of responsibility, often known as scaffolding. Through scaffolding, teachers help increase student confidence and achievement on formative and summative tasks. For example, teachers may scaffold larger assessments, breaking them into smaller, more manageable tasks, ensuring that all learners can accomplish each step that is a pre-requisite for the next. In addition, rubrics are distributed prior to the assessment task and are discussed using student-friendly language. These task-specific descriptors provide students with a clear understanding of the expectations. When possible, exemplars are also made available to students. Finally, teachers provide meaningful and prompt feedback to facilitate student reflection and goal-setting. By purposefully scaffolding assessment practices, teachers at DRMA are able to create a ladder of success for all students.

D. EXTENDING LEARNING

To take learning to the next level, teachers provide students with authentic experiences that will extend their thinking. At DRMA, one of our main instructional goals is to provide student-centered classrooms driven by inquiry. To facilitate the achievement of this goal, educators strive to develop authentic assessment tasks that require students to call upon the concepts they have learned and the Approaches to Learning skills they have developed. In addition, teachers aim to create assessment tasks that provide unfamiliar situations in which students can apply their learning in a new context.

V. ASSESSMENT PRACTICES

A. *PLANNING FOR ASSESSMENT*

- Assessment is integrated into planning, teaching, and learning in all content areas.
- Assessment is planned using backwards design. (Focusing on the MYP aims and objectives, as well as the State/ National Standards, teachers create assessments that will allow students to demonstrate an acceptable level of achievement of those goals.)
- Teachers are thoughtful in their choices to ensure that the strategies, tasks, and tools are appropriate to the learning objectives, the subject area, and the student.
- Assessment is differentiated based on student learning needs.
- Assessment is vertically and horizontally articulated throughout the programme to ensure age appropriateness and skill development.
- Teachers work collaboratively to design MYP unit planners, assessments, and task-specific rubrics.

B. *ASSESSMENT METHODS*

1. FORMATIVE ASSESSMENT

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives and the State/ National Standards, formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. *See Assessment Strategies section for examples.*

2. SUMMATIVE ASSESSMENT

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the State/National Standards. *See Assessment Strategies and Assessment Tasks sections for specific examples.*

3. EXTERNAL ASSESSMENTS

Several external assessments are required by the State of Florida.

a. FSA

The Florida Standards Assessment are the state tests that help schools measure student progress toward Florida's Academic Standards. These assessments are given in the spring to the following students:

- MYP year 0 (grade 5) – FSA Reading, Writing and Math, FCAT Science
- MYP year 1 (grade 6) – FSA Reading, Writing and Math
- MYP year 2 (grade 7) - FSA Reading, Writing and Math
- MYP year 3 (grade 8) - FSA Reading, Writing and Math, FCAT Science

c. ACCESS

The ACCESS for ELs (Assessing Comprehension and Communication in English State-to-State for English Learners) and Alternate ACCESS for ELs are assessments developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These assessments are given to English learners annually in order to measure progress toward meeting Florida's Standards for English Language Development, outlined by the WIDA Consortium. Most English learners will take the ACCESS for ELs. English learners who received Special Education services, and meet certain guidelines, may take the Alternate ACCESS for ELs

C. ASSESSMENT STRATEGIES

Assessment strategies provide a variety of ways for students to demonstrate their learning. They can be used as methods of assessing students during the learning process, allowing teachers to monitor and further support learning. These strategies can also be used at the end of a unit to assess a student's levels of achievement. When used in conjunction with one another, these assessment strategies present a balanced view of the student.

- **Observation** is a helpful strategy when assessing engagement and skills. Teachers can observe the class as a whole, as well as individual students, while looking at the task from an outside perspective or engaging in the task with the student(s).
- **Selected response** is useful during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be used on end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students' understanding. It provides students and teachers with immediate feedback.
- **Open-ended tasks** present students with a prompt and allow them to communicate their understanding through an original response. This strategy could take the form of a pre-assessment activity, a discussion (whether a whole class Socratic seminar or small group Reciprocal Teaching), a writing task, or a presentation.
- **Performance tasks** provide students an opportunity to demonstrate the knowledge, skills, and understandings they have gained in relationship to the learning objectives.
- **Process journals** facilitate student reflection, a crucial part of the learning process. While required in some areas of the MYP, such as the use of Developmental Workbooks in the Arts and the Process Journal in the Community Project, the use of reflective journals in all subject areas is encouraged. These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.
- **Portfolios** provide a means for students and teachers to compile evidence of learning achievements. Portfolios involve students in reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills. Portfolios are particularly useful during student-led conferences which occur every May.
- **External tests**, such as the previously mentioned FSA and ACCESS for ELs, provide insight into each student's achievement of the Florida State Standards, as well as their individual growth in terms of these standards.

D. ASSESSMENT TASKS

Assessment tasks are summative assessments created by teachers for a particular unit. These tasks may appear in the form of one of the previously mentioned assessment strategies. Assessment tasks are aligned with the MYP objectives for that subject area, as well as the State/ National Standards, and are used for assigning a MYP score. DRMA teachers aim to create assessment tasks that are authentic, learner-centered, and inquiry based, so that students can apply their knowledge and skills to real-life situations.

While teachers are free to create tasks that based on their subject area's criteria, the IB MYP does prescribed minimum tasks for each subject area, which are to be implemented in the final year of the programme.

E. ASSESSMENT TOOLS

1. FORMATIVE TOOLS AND FEEDBACK

Assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data also provides feedback to students about their current level of achievement toward the MYP objectives and the State/ National Standards, along with their development of the Approaches to Learning skills. With this feedback, students can reflect on their progress, prepare for the summative assessment task, and make continued growth.

Formative assessment tools include, but are not limited to:

- Teacher tools
 - o Warm-up activities
 - o Exit slips
 - o Daily work checks
 - o Homework checks
 - o Regularly scheduled quizzes
 - o Qualitative observation
 - o Formative rubrics
 - o Checklists/ check-off system
 - o Collection of work samples

- Student tools
 - o Self-reflection in the form of: journal entries, short essays, charts/ graphs of personal achievement of unit objectives
 - o Collection of work samples
- Peer tools
 - o Peer-assessment

Methods of providing feedback on formative assessments include, but are not limited to:

- Teacher methods
 - o Correction of daily work/ homework, highlighting the process and product
 - o Check-ins with students
 - o Formative assessment checklist of concepts and skills to inform the student of areas of achievement and areas of growth
 - o Scale of proficiency levels: exceeds, meets, partially meets, and does not yet meet
 - o Rubrics created for formative tasks using IB MYP criteria and State/National Standards
 - o Highlighted portions of the MYP rubric to show the student's current performance level
 - o Written feedback focusing on what the student can do to improve
 - o Written questions/ steps to consider
 - o Verbal feedback
- Student methods
 - o Self-reflection using rubrics
 - o In-class correction and reflection on personal daily work
 - o Record of personal achievement of unit objectives using charts/ graphs
- Peer methods
 - o Critiques/evaluations using rubrics

2. SUMMATIVE TOOLS AND FEEDBACK

Summative Assessments are criterion-related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

Summative assessment tasks, and the expectations tied to them, are discussed with students prior to the assessment through the distribution and study of the MYP rubrics. These rubrics are clarified using task-specific descriptors with student-friendly language. When possible, exemplars are also made available to students. In addition, students may be involved in the development of task specific descriptors for the MYP rubrics to aid their understanding of the assessment task and the method of evaluation.

F. ASSESSMENT MEASURES

1. FORMATIVE MEASURES

Formative tasks are measured in various ways including:

- Achievement levels which may be aligned with IB achievement levels
- Achievement levels which may be aligned with Florida State proficiency levels
- Points in the grade book
- Percentages
- Charts and graphs

2. SUMMATIVE MEASURES

Summative tasks are assessed using the IB MYP rubrics. These achievement levels are then translated into a point value so that grades, consistent with national practices, can be calculated.

G. COMMON ASSESSMENT

Due to the size of our school, common assessments are not necessary because each course is instructed by only one teacher. Despite the lack of need for common assessments, teachers across grade-levels and subject areas work closely together, using collaboration time to:

- align coursework vertically and horizontally

- create MYP Unit Planners
- design assessment tasks
- develop task-specific descriptors for the MYP rubrics
- standardize grading practices
- analyze assessment data

H. COMMUNITY PROJECT

The Community Project is a learner-centered project completed by students in MYP year 3(grade 8). 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.

The community project may be completed individually or by groups of a maximum of three students. Students are expected to spend approximately 15 hours on their community project.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

The Community Project is supported through Individuals & Societies, but a majority of the work is completed outside of class. Therefore, it is essential that students also utilize their organizational skills, especially in regards to time management. Each student is given guidance from a staff advisor, with whom they regularly meet. As students work on their Community Projects, they keep process journals. This journal, along with the final product, report, and bibliography, are the basis for the Community Project and are assessed using the Community Project criteria of:

Objective A: Investigating

Objective B: Planning

Objective C: Taking Action

Objective D: Reflecting

VI. ASSESSMENT RECORDING AND REPORTING

A. IB ASSESSMENT RECORDING AND REPORTING

Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. In some classes, students record this information, either in a portfolio or on a chart/ graph, so they can monitor their own progress. Finally, teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

In the future we are considering ways of making progress toward official IB Assessment Reporting by investigating various programs, including ManageBac, to provide teachers with a streamline way of recording IB achievement levels. These programs also facilitate the determination of each student's final score for each subject area at the end of the term.

B. GRADES AND REPORT CARDS

The need for a grade point average (GPA) for most post-secondary educational institutions prompts DRMA to award letter grades. The DRMA assessment committee is in the process of researching ways of integrating the IB levels of achievement.

Individual teachers provide grade updates regularly in the classrooms. Official progress reports are sent home with students every 2 weeks, informing families of students' in-progress grades. At the end of each quarter, report cards are mailed home notifying families of students' final 9 week grades, as well as overall semester grades. It is a requirement that teachers contact the family of any student earning a letter grade of a F (prior to the end of the term), so students can demonstrate their learning and possibly improve their grade.

* IB recommends that grades do not include scores for formative tasks. In response to this recommendation, a few of our teachers are piloting grading systems in their classrooms in which grades are based solely on summative assessment achievement levels. In the coming years, these teachers will provide leadership as we strive to transition into this way of determining grades.

C. SPECIAL EDUCATIONAL NEEDS ASSESSMENT DATA

1. SPECIAL EDUCATION STUDENTS

The families and teachers of Special Education students receive communication through Individual Education Plan (IEP) progress reports.

2. ENGLISH LEARNERS

The families of students who receive English Learning support receive report cards to inform them of their students' performance within English Learning classes. In addition, ACCESS scores are sent home annually for English learners.

VII. FAMILY AND STUDENT ACCESS

In order to form a cohesive team, dedicated to educational pursuits, it is necessary to keep families and students well-informed.

A. PLANNERS

The skill of organization is important for students. To facilitate the development of this skill, students in MYP years 0-3 (grades 5-8) are provided with weekly planner agendas. Students are required to write formative and summative assessment tasks in their planners, along with the due dates, to help develop time management skills. Understanding that education is a cooperative effort, family involvement is needed in this organizational system. Therefore, family members are expected to check their students' planners each day, communicate with their student about deadlines, and show this communication by signing the planner.

B. INTERIM REPORTS

Teachers provide students with interim grade reports every 2 weeks for the duration of the year. With access to this information, students can take accountability for their education and advocate for their learning.

C. APPROACHES TO LEARNING SKILLS FEEDBACK

The Approaches to Learning (ATL) skills are not awarded grades in the IB subject areas. However, subject-area teachers provide various forms of feedback on students' development of these skills. The ATL skills also serve as a platform for student self-reflection during student-led conferences and individual student-teacher conferences throughout the year.

D. STUDENT CONFERENCE PORTFOLIOS

In preparation for conferences in the spring, students are provided with an opportunity to reflect on their progress across the subject areas. Students compile work and complete a reflection that demonstrates their level of understanding within each subject area, placing this information in their Legacy portfolios housed electronically in one drive folders.

F. STUDENT-LED CONFERENCES

Conferences are held once a year, providing families with an appointment to formally view their students' progress. These conferences are led by students, as they share their portfolios with their families. During the conferences, students reflect on the learning process, their current level of achievement in each subject area, and the ATL skills and Learner Profile traits that have assisted them.

G. GRADE BOOK ACCESS

We currently offer parent portal, so families can check on their students' progress with more independence and frequency.

VIII. RESPONSIBILITIES WITHIN THE DRMA LEARNING COMMUNITY

The education of students is a collaborative effort, in which all stakeholders play an important role.

A. STUDENTS

Students are expected to:

- Take responsibility for their learning
- Regularly reflect and self-assess
- Complete formative work in preparation for the summative assessment
- Know and use the assessment criteria while completing assessment tasks
- Produce quality work and use the assessment as a way to demonstrate their understanding and grow in their learning
- Submit work that is their own and represents their own efforts and abilities (see Academic Honesty Policy for more information)
- Turn in their summative assessment tasks on time
- Advocate for themselves in the event of needing an extension

B. FAMILIES

Families are expected to:

- Stay informed about their students' academic progress by regularly communicating with their students and the teachers
- Share important information about their students that may impact their academic performance
- Contact DRMA teachers, staff, and/or administrative team with any concerns
- Attend conferences
- Check planners of students

C. TEACHERS

Teachers are expected to:

- Provide multiple and varied opportunities for students to demonstrate their learning
- Differentiate assessments to meet student learning needs
- Design assessments that fulfill the requirements of the DRMA Assessment Policy and the DRMA Grading Policy

- Use a variety of assessment strategies, tasks, and tools
- Inform students of the summative assessment task and expectations, prior to giving the summative task
- Give adequate time for the completion of assessment tasks
- Provide timely and meaningful feedback to students on assessment tasks
- Inform families if a student's letter grade is an F

IX. CONTINUED EDUCATION FOR STAFF ON CORE PRACTICES AT DRMA

A. IB TRAINING FOR TEACHERS

A majority of our teachers have attended at least one IB MYP workshop in their subject area. These workshops provide helpful information about the objectives and assessment criteria for each subject area. Teachers learn invaluable information regarding assessment design and standardization of grading practices.

B. ASSESSMENT TRAINING

During the 2015-2016 school year, the majority of teachers at DRMA attended an Assessment workshop presented by Karen Bailey on Authentic Assessment Design. This training guided teachers in professional self-reflection and collaboration, as they analyzed the design of their summative and formative assessment tasks. This workshop gave teachers the tools to ensure that their IB assessment tasks fit the assessment criteria and allow students an opportunity to accurately demonstrate their learning.

C. DIFFERENTIATION

During the 2015-2016 school year, DRMA teachers attended differentiation trainings led by leaders from our district office. These trainings utilized *How to Differentiate Instruction in Mixed-Ability Classrooms*, by Carol Ann Tomlinson as the guide for these trainings. Through this training, we grew in our understanding and use of pre-assessment strategies to determine learner readiness. We learned to construct formative practice opportunities that allow students to reach all levels of Bloom's taxonomy and scaffold their learning. We also focused on the use of assessment data to create flexible groups to better meet the needs of all learners. In addition, we learned more about providing students with quality feedback to help them improve their performance. Finally, DRMA teachers gained knowledge in

differentiating by content, process, and product, playing on students' strengths as learners, while providing a sufficient challenge to extend their learning.

D. COLLABORATION

To facilitate our use of collaboration time, we received training from Assistant Principal Kelly McCann. Her training provided our staff with tools related to the following areas: collaborative curriculum planning, inquiry, collaborative instructional delivery, collaborative communication related to data and day-to-day interactions, and digital tools for authentic professional collaboration and communication. Utilizing the techniques taught in this training, teachers are able to more effectively work together during collaboration time. This allows us to discuss strategies, share ideas, plan curriculum, differentiate instruction, design authentic assessment tasks, and standardize grading practices. Through this collaborative time we are able to better implement the IB MYP.

X. POLICY CREATION AND MODERATION PROCESS

The Assessment Policy was created by a committee which consisted of the Principal of DRMA, a Language Acquisition teacher, 2 Language & Literature teachers, 2 Individuals & Societies teachers, 3 Mathematics teachers, a Science teacher, Arts teacher and the IB MYP Coordinator. The work of the committee was informed by publications from the IBO, as well as example Assessment Policies from IB World Schools. The committee met seven times, following an agenda aligned with the MYP Standards and Practices tied to assessment. Staff members were made aware of the policymaking process through regular updates of the meeting agenda items.

- A. Standardization amongst teachers in the same subject area. Once a semester, teachers in the same subject area will meet to moderate the assessment standards and expectations across the grade levels.
- B. Standardization among teachers instructing the same grade in the same subject area. Once a nine weeks, teachers teaching the same grade/same subject will meet to define standards of assessment across the specific grade.

XI. COMMUNICATION OF ASSESSMENT POLICY TO DRMA COMMUNITY

The Assessment Policy is shared with staff, families, and students in a variety of modes of communication. Staff members learn about the Assessment Policy during specific collaboration times set aside for policy study. We have an informational table set up during conferences, in the fall and spring, to inform families and students of the details of the policy. In addition, the Assessment Policy is

highlighted during the IB MYP Informational Night, known as Raider Raid. Next year our policy will be available on our website in written English form.

XII. REVIEW PROCESS

Every three years a committee will be assembled to perform a complete examination of the Assessment Policy. The committee will include, but is not limited to, a representative from at least three different subject areas, the IB MYP Coordinator, and a member of the Academic Administrative Team. The purpose of the committee will be to study the current document to ensure its accuracy toward meeting IB MYP standards, as well as the Florida State Standards. Our first full review will take place during the 2017-2018 school year. If changes arise in the years between formal reviews, specifically in regards to MYP: The Next Chapter, new Florida State Standards/ National Standards, and research-based pedagogy that impact assessment practices at DRMA, a committee can be formed to make the necessary changes to the Assessment Policy.

XIII. BIBLIOGRAPHY

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XIV. APPENDICES

APPENDIX A: Glossary of terms

Abbreviation or Term	Brief explanation	Further information
ACCESS for ELs	Assessing Comprehension and Communication in English State-to-State for English Learners	page 9
ATL	Approaches to Learning	pages 3, 19
Collaboration	Two or more teachers working together to plan instructional units and assessments, standardize grading practices, and/or analyze data.	pages 5, 15, 23
Differentiation	Adjusting instruction based on students' needs.	pages 5, 6, 22
EL	English Learner English Learning (class)	pages 9, 18
Formative assessment	Formative assessment takes place throughout a course of study and prepares students for the summative assessment task. Formative assessment informs teachers about student learning and guides instruction.	pages 7, 10, 13
IB	International Baccalaureate	page 3
FSA	Florida Standards Assessment	page 8
MYP	Middle Years Programme	page 3
DRMA	Dundee Ridge Middle Academy	throughout
Summative assessment	While supporting student learning, summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, general at the end of a unit of study.	pages 8, 10, 11-12, 14-15

WIDA	World-Class Instructional Design and Assessment	page 9
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Dundee Ridge Middle Academy is a candidate school* for the Middle Years Program. This school is pursuing authorization as an IB World School.* Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or the Diploma Programme (DP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>