



PAHOKEE MIDDLE HIGH SCHOOL

Assessment Policy

PURPOSE AND PHILOSOPHY

At Pahokee Middle High School, we believe that assessment is an integral component of the learning process. The primary purpose of assessment is to support, guide, improve, and motivate learning for all students. In addition, effective assessment measures the learner's achievement of clearly articulated learning outcomes and is essential to high quality instruction. Assessment tools should be designed to yield accurate information that clearly communicates student achievement, and should be varied, valid, reliable, and consistent, and yield meaningful results.

Teachers use course objectives for Advanced Placement (AP) subjects, AICE subjects, IB subjects and Florida State Standards, respectively, to design instructional practices and multiple forms of formative assessments in preparation for these exit exams in May. All teachers assign different types of assessments that are aligned with the state EOCs, national (AP) and international (IB and AICE) benchmarks. Teachers communicate their expectations for student work at the beginning of the school year through their syllabi, ManageBac, and/or Google Classrooms.

Summative assessments, i.e., unit tests, district assessments, Florida standards diagnostic assessments, mock AP/AICE/IB exams, provide teachers with data to assess student progress during the course of the school year. Quarterly and semester grades encompass formative and summative assessments that impart information about student attainment of skills and knowledge in IB subject areas.

ASSESSMENT PRACTICES

Formative Assessment—Collecting and interpreting feedback: Formative assessment occurs frequently during the course of a unit, while students are still gaining knowledge and practicing skills. Formative assessment includes teachers' feedback and guidance from the teacher. Some formative assessment will be quick checks for understanding and others more detailed formative assessment.

Teachers provide students with multiple and varied opportunities to show their learning, and timely and descriptive feedback.

Summative Assessment: Summative assessment occurs at the conclusion of a period of learning and is preceded by instruction, student practice, and formative feedback. It is aligned with Florida State Standards and benchmarks and IB assessment criteria. In summarizing assessment data to determine a final grade, teachers consider the most recent and most consistent level of student learning and achievement of standards or benchmarks / IB assessment criteria. Non-academic factors such as behaviors and attitude are not included in the final academic achievement grade but are reported separately on the district issued report cards.

GRADING AND REPORTING

Student progress reports are issued for parents and students, midway through the quarter, to indicate areas of strength, areas that require improvement, the current grade average and conduct. PMHS developed a school-wide grading practices policy to ensure consistency in grading and alignment of course sections. Student grades are based on a combination of formative and summative assessments such as test and quiz grades, homework assignments, class work, projects, and not on a single task. Each teacher enters a minimum of eighteen grades per marking period to justify the grade received as the quarterly grade. In addition, all teachers are required to update their grades every two weeks on the Student Information System or SIS (a gateway that provides parents/guardians timely access to their student's information including, but not limited to schedule, grades, discipline, and attendance). Teachers are also required to notify parents, when student grades drop to "D" and/or two letter grades. Student report card grades are issued quarterly.

ASSESSMENT IN THE MYP:

- Students are assessed using the Middle Years Programme Subject Criteria. Rubrics are designed by the IB and made task-specific by the teacher as the evaluation tool for formative and summative assessments and are created before the unit is taught. They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by instructor.
- Teachers use the Approaches to Learning (ATL) chart to assess students' development of their communication, social, self-management, research and thinking skills.

MYP Assessment Criteria for all Subjects

MYP Subject Group	Criterion A (0-8)	Criterion B (0-8)	Criterion C (0-8)	Criterion D (0-8)
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 on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real life contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving on performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

MYP achievement levels conversion table

MYP Criterion Level	PMHS percentage	PMHS Grade
7-8	90-100	A
5-6	80-89	B
3-4	70-79	C
1-2	60-69	D
0	0-59	F

- In addition, students in the 10th grade complete an MYP Personal Project that is internally graded by the teacher and externally moderated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work. The assessment criteria for the Personal Project are:
 - A: Planning
 - B: Applying skills
 - C: Reflecting

ASSESSMENT IN THE DP:

Examinations form the basis of the assessment for most DP courses. This is because of their high levels of objectivity and reliability. The IB Diploma Programme has two types of assessments: internal and external.

Internal Assessments: Internal assessments (IA) are mandatory assignments woven into classroom teaching that focus on skills more so than subject content. These assessments are graded by the classroom teacher using the IB assessment criteria. The internal assessment scores and samples are submitted to IB examiners for moderation – to ensure standardization in grading practices among teachers of the same course and among IB schools across the world. Examples of internal assessments include, but are not limited to, oral presentations, science lab reports, math investigations, and major projects. Internal assessments serve as graded classroom assignments, as well as, assignments that contribute to the student's final IB grade.

External Assessments: External assessments assessed by IB examiners using the prescribed IB assessment criteria. Exam papers are administered in May of the candidates' senior year and mailed to the IB by the Coordinator. Visual Arts external assessments are uploaded electronically to the IB's eCoursework website. Other types of external assessments that are not considered papers are Extended Essays, HL Essay, and Theory of Knowledge Prescribed Title Essays.

Assessment for Exceptional Students (ESE): The DP coordinator submits a special request to IB for students with disabilities if they have an IEP and need inclusive assessment accommodations.

IB Grading System and PMHS Grading System: Since IB grading system varies significantly from the grading system used across US schools, the following scale helps students, teachers and parents understand the conversions:

IB Percentage	PMHS percentage	PMHS Grade	IB Grade
85-100	95-100	A	7
80-84	90-94	A	6
75-79	80-89	B	5
63-74	70-79	C	4
49-62	60-69	D	3
39-48	50-59	F	2
0-38	0-49	F	1

Awarding the IB Diploma: The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the extended essay contribute to the overall score, which awards up to 3 bonus points based on the candidate's combined performance. Those students who do not satisfy the entire set of requirements for an IB Diploma, or who elect to take fewer than six subjects, are awarded a certificate for examinations completed

Diploma Requirements

3 SL & 3 HL exam subjects
OR
2 SL & 4 HL exam subjects

Criteria

-Minimum score of 24 points (overall)
-Minimum of 12 points on 3 HL exams (16 points for 4 HL exams)
-Minimum of 9 points on 3 SL exams

Theory of Knowledge course

Prescribed title essay and exhibition
-Must obtain at least a D on a scale of A through E

Extended Essay

Up to 4000-word independent research essay
-Must obtain at least a D on a scale of A through E

Creativity, Activity, Service (CAS)

18 months of consecutive services that meet 7 learning outcomes with documented reflections and evidence

GRADUATION STATE REQUIREMENTS

At Pahokee Middle High School, in order to obtain the standard high school diploma, students must successfully complete one of the following options:

- Obtain 24-credits
- Complete the International Baccalaureate (IB) Diploma curriculum

In addition, all students must meet the Florida state requirements for graduation:

- Obtain a score of 3 or higher on the Grade 10 FSA ELA (or ACT/SAT concordant score)
- Obtain a score of 3 or higher on the Algebra I end-of-course (EOC) exam (the results constitute thirty percent of the final course grade). Alternatively, obtain a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)
- Take the EOC assessments, (which make up 30 percent of the final course grade) and successfully pass the following courses:
 - Geometry
 - U.S. History
 - Biology I
 - Algebra II (if enrolled)

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

IB Diploma Programme candidates meet all state requirements by the end of their 10th grade.

STUDENT RESPONSIBILITIES:

- ✓ Successful completion of diagnostic, standardized, and end-of-course assessments.
- ✓ Strive to achieve IB learner profile attributes.
- ✓ Meet deadlines for classroom assignments, initial and final drafts for IB assessments.
- ✓ Follow deadlines as outlined on the IB Assessment Calendar.
- ✓ Maintain mentorship relationships for extended essay and CAS requirements.
- ✓ Develop study skills and time management skills to maximize potential for student success.
- ✓ Apply effort on formative and summative assessments.
- ✓ Be independent thinkers, global problem solvers, time managers, and prudent planners.

TEACHER RESPONSIBILITIES:

- ✓ Assign meaningful assessments.
- ✓ Follow deadlines as indicated on the IB Assessment Calendar to alleviate student stress.
- ✓ Submit appropriate documentation to the IB Diploma Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, internal assessment samples.
- ✓ Maintain appropriate communication on student progress with IB Diploma Coordinator and administration to adequately monitor student progress.
- ✓ Communicate with students and parents frequently on student academic progress.
- ✓ Focus on the assessment of student learning outcomes more so than covering subject content.
- ✓ Analyze assessment data to identify patterns of student performance and needs.
- ✓ Work in interdisciplinary, vertical and horizontal teams to design and assess instructional strategies and common assessments.
- ✓ Use a variety of instructional and assessment strategies
- ✓ Provide timely written and verbal descriptive feedback on student assignments and assessments.

IB COORDINATORS RESPONSIBILITIES

- ✓ Distribute student assessment data/subject component scores from IB exams to subject teachers.
- ✓ Distribute course requirements and assessment documents to teachers published annually in the Handbook of IB Procedures.
- ✓ Offer training in interpreting IB summary data to teachers.
- ✓ Observe and encourage teacher observations to promote unity within IB curriculum practices.
- ✓ Register students for May external examinations.
- ✓ Assist teachers in uploading predicted grades, internal assessment scores and/or samples for moderation.

SCHOOL ADMINISTRATION RESPONSIBILITIES

- ✓ Inspire an atmosphere of assessment of learning and assessment for learning.
- ✓ Arrange policy review meetings with subject teachers to cultivate a culture of dialogue on IB school operations.

- ✓ Coordinate teachers for training in DP teaching and assessment.
- ✓ Supervise IB registration and testing conditions.
- ✓ Conduct monitoring meetings with DP faculty to review student academic performance in DP classes
- ✓ Develop and conduct workshops for DP faculty on IB goals, programme improvement, instructional practices and student achievement.
- ✓ Supervise school DP curriculum implementation, course registration, and scheduling.
- ✓ Analyze whole school data.
- ✓ Monitor student progress on IB assessments and classroom performance.
- ✓ Monitor teacher instructional strategies, grading practices and assessment strategies.
- ✓ Conduct parent presentations to disseminate information on DP curriculum goals and course scheduling.
- ✓ Attend state IB association meetings to participate in policy implementation and procedures for IB schools.

Policy Review

Last reviewed: September 2022

The policy will be reviewed: Annually

Policy Committee: IB assistant principal, MYP and DP coordinators, department chairs.

Supporting Documents

Candidates with Assessment Access Requirements, 2014
Guidelines for Developing a School Assessment Policy in the Diploma Programme, 2010
Programme Standards and Practices 2014

Revised: August 2019, November 2020

Updated: September 2022