

**Fridley Public Schools
International Baccalaureate Middle Years Programme
Assessment Practices**

Purpose of Assessment

- To Inform students of their progress and achievement
- To identify areas of growth for students
- To provide feedback for learning
- To shape instructional practices through the use of data
- To determine needs for differentiation of instruction
- To monitor student progress
- To inform parents of student progress against standards

Assessment and the Fridley School District Mission Statement

- Assessments are aligned with learner outcomes that create high expectations for all students.
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students.
- Assessment practices will be reviewed annually to promote continuous program development and improvement.

Definitions

Summative Assessment: Evaluation of student achievement through a culminating activity generally at the end of a course of study.

Formative Assessment: Evaluation aimed at identifying the learning needs of students and forming part of the learning process itself. Formative assessments take place throughout a course of study.

Principles of Assessment

- Assessments are varied in type and purpose.

- Students should be allowed multiple opportunities to demonstrate their understanding.
- Assessment is continuous.
- There is an emphasis on both formative and summative assessment.
- Assessments align with learning outcomes.
- Clear criteria are given to students prior to an assessment.
- Assessments provide timely feedback to students about progress made and areas for growth.
- Assessments challenge all students.
- Opportunities for reflection are provided.
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students.

Assessment and Curriculum

- Assessments drive the curriculum and are aligned with the written and taught curriculum.
- Curriculum and assessments are aligned vertically, building on prior knowledge, skills, and concepts.
- Assessments are designed to align with course outcomes, state standards, MYP objectives, and statements of inquiry.
- MYP Global Context explorations will provide the context for unit design.
- Teachers will write MYP curriculum collaboratively.
- Curriculum and assessment reflect the intercultural aspects of the MYP.
- Teachers teaching the same course will use common assessments.

Assessment Practices

- Assessment and evaluation practices and expectations are discussed with students at the beginning of each unit—including the distribution and clarification of rubrics.
- Students are encouraged to be involved in the development of criteria, checklists, and rubrics.
- Rubrics are designed using MYP objectives and include task-specific language.
- Exemplars are made available to students.
- Assessments allow students to reach each level of achievement described in the rubric descriptor bands.
- MYP objectives and criteria will be used during the final year of the program.

- Interim objectives and criteria will be used for other levels.
- MYP assessment will be continuous with each strand of each objective being assessed at least twice each year in each subject area.
- The Personal Project will be assessed using MYP Personal Project criteria.
- Teachers participate collaboratively in the planning, development, and standardization of assessments where appropriate.
- Authentic assessment tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations.
- Assessments will be differentiated to address a variety of learning styles.
- Assessments will be learner centered, inquiry-based, and authentic in nature.
- Teachers will determine the final level of achievement for each criterion.
- Assessment strategies may include:
 - Observation, selected response, open-ended tasks, performance, process journals, portfolios
- Assessment tasks may include:
 - Compositions, creations of solutions or products in response to problems, essays, examinations, questionnaires, investigations, research, performances, presentations (oral, written, graphic), creative product
- Feedback will be provided in a timely manner. There will be a continuous cycle of presenting a challenge, performance, feedback, and improvement.
- Students will have multiple opportunities to demonstrate their learning.
- Reassessment opportunities are offered on all summative assessments.
- Extra credit work is not offered.
- Support and/or modifications will be provided to students identified with special needs.

Reporting to Parents

- Curriculum is available to parents through a link to Atlas Rubicon, subject group overviews, open houses, conferences, and course descriptions.
- Evidence of learning will be shared with parents through conferences, progress reports, and report cards at semester end.
- Parents will have access to student progress through the parent portal.
- Feedback with respect to progress on Approaches to Learning skills will be reported separately from progress on MYP objectives.
- Teachers will share MYP rubrics and progress with respect to subject area objectives with students and parents.

- MYP assessment criteria scores will be reported on report cards. Fridley High School will also report a traditional letter grade.

Assessment and Student Expectations

- Students are responsible for their learning.
- Students are required to submit both formative and summative tasks in a timely manner.
- Students are expected to know and use assessment criteria while completing work.
- Students are to synthesize and apply their learning, ask questions, and solve problems.
- Students should strive to produce quality products and performances and to use assessment as a way to improve their learning.
- Students should regularly practice self-assessment, peer assessment, and complete reflections on their learning.
- Students will maintain goal sheets for NWEA scores.

Academic Honesty

- All work submitted for assessment is expected to be the student's own work and representative of the student's own effort and abilities.
- For violations of academic honesty, appropriate alternative assessment opportunities may be provided.
- Teachers and students are responsible for following the guidelines of the academic honesty policy.
- Student handbooks will inform students of academic honesty practices.

Review of Assessment Practices

Annually, a committee will be formed to review the assessment practices. The committee will be comprised of the building principals, IB coordinator, and representatives from the building leadership teams. The committee will review the current practices, revise practices as needed, and create a plan to communicate these practices to building staff.

Fridley Public Schools Required Assessments: 2016-17 Schedule

The Fridley School District uses multiple assessments to provide teachers with information about their students in order to plan effective instruction and identify students who may need additional intervention or extension. Some assessments are required by state or federal legislation while others are used to meet state or federal program requirements. The schedule provided indicates district-wide or whole-school testing. Teachers may administer additional subject or course related tests and assessments to measure individual student progress. The school district strives to maximize instructional time and create a balanced schedule throughout the school year.

Fridley Middle School Required Assessments

Assessment	Content	Purpose	Frequency of Implementation	Dates
NWEA Measures of Academic Progress (MAP)	Mathematics Reading	Communicates a comparison to nationally normed data Measures student growth and progress over the course of one academic year	All students – Fall and Spring Selected Students– Fall, Winter, and Spring	Sept 26 – 29 Jan 5 – 20 May 9 – 10 May 16-17
FAST CBM: Literacy	Literacy	Measures progress toward grade level benchmarks in reading.	Fall Spring	Sept 19 – 30 May
ACCESS for ELLs	Reading Writing	Measures level of English Proficiency	Annually for LEP-identified students	Feb 13 – Mar 4
NAEP	Math	Nations Report Card—measures what America's	Schools randomly assigned	Feb 24

	Reading	students know and can do		
Minnesota Comprehensive Assessments (MCA)	Mathematics Reading Science	Measure student achievement against Minnesota State grade level standards	Mathematics and Reading – annually in grades 5-8 Science – Grades 5 & 8	Reading: Apr 18-19 Math Apr 25 – 26 Science May 2-3

Fridley High School Required Assessments

Assessment	Content	Purpose	Frequency of Implementation	Dates
FAST CBM: Literacy	Literacy	Measures progress toward grade level benchmarks in reading.	Fall Spring	Sept 19 – 30 May
NWEA Measures of Academic Progress (MAP)	Mathematics Reading	Communicates a comparison to nationally normed data Measures progress over the course of one academic year	All 9 th grade students – Fall and Spring Other students by teacher request	Jan 5 – 20 May 9 - 11
ACCESS for ELs	Reading Writing	Measures level of English Proficiency	Annually for LEP-identified students	Feb 13 – Mar 3
Minnesota Comprehensive Assessments (MCA)	Mathematics Reading	Measure student achievement against Minnesota State grade level	Reading – Grade 10 Mathematics –	Reading: Mar 7-8 Math: Mar 14-15

	Science	standards	Grade 11 Science – Upon completion of biology course	Science: Apr 26-27
ACT	English Reading Mathematics Science	Measures college readiness	Spring	April 19

Assessment descriptions and rationale:

NWEA Measures of Academic Progress (MAP): This test measures growth and progress in math and reading. This assessment is used by teachers to measure growth throughout the year and from year-to-year. It is also used by staff to inform decisions about placement into academic intervention programs, to set academic goals with students, and to differentiate instruction. (District determined reading and math assessment to measure student proficiency and growth.)

FASTBridge Curriculum-Based Assessment in Reading: FAST Assessments measure progress toward grade level benchmarks in reading and is used as one of the metrics for the Minnesota state required Read Well by Grade 3 Initiative. This assessment is used to measure progress in early literacy and reading fluency and accuracy to identify students who may need academic interventions, and by teachers to differentiate instruction. (District determined reading assessment to measure student progress and proficiency.)

FASTBridge aReading: This computer adaptive test in reading is administered to measure student progress in reading skills and identify students who may need additional intervention to support their reading skill growth. (District determined reading assessment to measure student progress.)

ACCESS for ELLs: This is a test of English proficiency taken by all English Learners. The test is used to place students into appropriate levels of English instruction and by teachers to differentiate instruction. (State systems accountability requirement)

MCA (Minnesota Comprehensive Assessment): This is a test required of all Minnesota students to fulfill legislative requirements of the Every Student Succeeds Act. It measures proficiency in math, reading, and science compared to the Minnesota state standards. It is used as a measure of school performance for public accountability. (State systems accountability requirement)

NAEP (National Assessment of Educational Progress): Also known as the Nation's Report Card, this test is a nationally representative assessment of what America's students can know and do. Schools are randomly assigned to participate each year across the nation. (Federally required assessment)

ACT: This is a college admissions test measuring academic readiness for college. Scores are used for college admissions decisions. Minnesota schools are required to offer a college admissions test to all students in as part of state graduation requirements. (State graduation requirement)