



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 assessments.
- 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.
- 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 and skills.
- Assessments are designed to align with course outcomes, state standards, and MYP objectives and criteria.
- The Areas of Interaction will provide the context for unit design.
- The Areas of Interaction will influence unit assessments.
- Teachers will write curriculum collaboratively including the MYP Unit Planner, assessments, and rubrics.
- Curriculum and assessment should 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 discussion of rubrics.
- Students are involved in the development of criteria, checklists, and rubrics.
- Rubrics are clarified using student-friendly language.
- Exemplars are made available to students.

- Assessments allow students to reach the highest level of achievement in the rubric descriptor bands.
- MYP Assessments
 - MYP objectives and criteria will be used during the final year of the program.
 - Interim objectives and modified criteria will be developed and used for years one through four of the program.
 - Summative assessments will include the prescribed minimum tasks for each subject area and will be assessed each year of the program.
 - MYP assessment will be continuous with each criterion being assessed at least twice each year per subject area.
 - The Personal Project will be assessed using MYP Personal Project criteria.
 - Teachers will determine the final level of achievement for each criterion.
 - The final MYP grade for each subject area will be determined by adding the final determination for each criterion and then applying the MYP grade boundaries for each subject area.
 - Teacher will record criterion achievement level scores for in the MYP assessment application in Campus.
- 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)
- Feedback will be provided in a timely manner. There will be a continuous cycle of presenting a challenge, performance, feedback, and improvement.
- 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.
- A choice of process or product will be offered.
- Assessments will be learner centered, inquiry-based, and authentic in nature.
- Deans will administer state tests.
- I-Cue will be used to analyze data and to create personal learning plans.
- Modifications will be made for students with identified learning disabilities.

Reporting to Parents

- Curriculum exchange is available to parents through Atlas Rubicon, open houses, course syllabi, and course outlines.
- Evidence of learning will be shared with parents through conferences, progress reports every three week, trimester report cards.
- Teachers will share MYP rubrics and progress with respect to subject area criteria.
- MYP assessment criteria scores will be reported alongside traditional grades.
- MYP report card reports will display a numerical grade of 1-7 for each subject area at the end of each school year.
- Parents have access to student progress through the parent portal.

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, or a student may be referred to an administrator for disciplinary action if necessary.

District Assessment Requirements

Middle School Required Assessments

Assessment	Content	Purpose	Frequency of Implementation	Proficiency Levels
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	National Grade Level Norms
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	Scale Score of x50 or higher Achievement Level of “Meets Standards”
TEAE/MN-SOLOM	Reading Writing	Measures level of English Proficiency	Annually for LEP-identified students	Achievement Level of “Meets Standards”
EXPLORE	English Mathematics Reading Science	Measures students in comparison to nationally normed standards of college and career readiness	Grade 8 Fall	National Grade Level Norms

High School Required Assessments

Assessment	Content	Purpose	Frequency of Implementation	Proficiency Levels
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	National Grade Level Norms

Minnesota Comprehensive Assessments (MCA)	Mathematics Reading Science	Measure student achievement against Minnesota State grade level standards	Reading – Grade 10 Mathematics – Grade 11 Science – Upon completion of biology course	Scale Score of x50 or higher Achievement Level of “Meets Standards”
TEAE/MN-SOLOM	Reading Writing	Measures level of English Proficiency	Annually for LEP-identified students	Achievement Level of “Meets Standards”
EXPLORE/PLAN	English Mathematics Reading Science	Measures students in comparison to nationally normed standards of college readiness Preparation for ACT College Entrance Exam	EXPLORE – Grade 9 (Fall) PLAN – Grade 10 (Fall)	National Grade Level Norms
Graduation Required Assessment for Diploma (GRAD)	Writing Reading Mathematics	Satisfactory achievement on these tests is required to receive a diploma in the state of Minnesota	Writing – Grade 9 Reading – Grade 10 Mathematics – Grade 11 RETESTS as necessary per Department of Education guidelines	Achievement Level of PASS

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.