



Lauderdale Lakes Middle and Boyd Anderson High School IB Middle Years Programme Assessment Policy

Purposes of Assessment

Lauderdale Lakes Middle and Boyd Anderson High School assesses students in order to:

- enhance student learning
- monitor and evaluate student progress towards meeting MYP assessments and IB Diploma Program standards
- monitor and evaluate student progress towards meeting the district assessment requirements
- provide feedback to students, parents and other stakeholders
- gather evidence to support teacher reflection on the effectiveness of their teaching
- inform curriculum review
- evaluate the suitability of courses and assessment
- develop short and long-term achievement goals for IB students

Principles of Assessment

Lauderdale Lakes Middle and Boyd Anderson High School's administration and staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting.

Effective assessment allows students to:

- demonstrate a broad range of conceptual understanding and skills
- demonstrate critical thinking abilities
- utilize a variety of learning styles and intelligences
- participate in self-assessment
- analyze their own learning and perform self-reflection on their strengths and areas for improvement
- set goals for their own learning

Effective assessments allow parents to:

- monitor evidence of student learning
- provide opportunities of support to students and teachers

Effective assessment requires teachers to:

- engage in self-reflection on their own practice
- use assessments to inform and improve instruction
- provide for a variety of assessments
- recognize students' different learning styles and develop assessments to utilize these styles
- recognize students' level of English language competency and consider this when



developing assessments.

- make students aware in advance of the criteria required for producing a quality product
- assess in a context that is meaningful, relevant and motivating to students.
- analyze data to identify patterns in student performance and needs
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments in accordance with district and state principles
- maintain detailed assessment records

Effective assessment requires administration to:

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to plan and reflect
- provide training on data analysis and use
- use student achievement data to set school-wide, departmental, and individual goals
- maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner as well as at formal reporting times.

IB Assessments

IB assessments are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Students and parents are made aware of the IB assessment criterion by:

- Teachers' published course curricula, scope and sequence, and syllabi
- Teachers' direct instruction
- Informational meetings with the IB Diploma Program Coordinator, offered to 5th, 6th, 7th, 8th, 9th, and 10th graders
- Magnet Open House
- Boyd Anderson High and Lauderdale Lakes Middle website



Grading Scales and Descriptors

SVHS Internal Grading Scale

A	90-100 %
B	80-89 %
C	70-79 %
D	60-69%
F	59% and below

Lauderdale Lakes Middle and Boyd Anderson High IB Internal Grading Descriptors

(adapted from the International School of Beaverton, Oregon)

A	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
B	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
C	An adequate understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
D	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
F	Minimal or very limited achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .



IB Grading Scale

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| 7 | Excellent performance |
| 6 | Very Good Performance |
| 5 | Good Performance |
| 4 | Satisfactory Performance |
| 3 | Mediocre Performance |
| 2 | Poor Performance |
| 1 | Very Poor Performance |



