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| https://lh6.googleusercontent.com/2oB_WU43wTM1VxkRu3KkTJrXb3YpOufAbQKyvagpMXoW305JdBfeyA-hdMjbyCjvIh_D5YKFH6t3BVc_O12VOn3GItJGKCMyAs6EodgIkkwLkMQ61HQSl65dRtbPEg_scxNzJBePCypress Creek High Schoolhttps://lh3.googleusercontent.com/mYVKJoUZb7HEUclbD5ohJXbSAfzWb8BKUI5pCbyqXbeLgbPyQFntn-Xtbpn3z23WKWr8gHXlAdeLh1lowd9HJgNy9ti7YZ_FDOhGAaS0ESHl1I3Lepbrj78j7efQ2zaQeB7gW1fb  an International Baccalaureate World School  Assessment Policy | |
| Cypress Creek High School believes in and values students’ ability to be inquirers, risk-takers, and thinkers; to communicate knowledge and understanding in real world contexts as open-minded, reflective, principled, and caring learners. To this end, our assessments are designed to provide meaningful feedback during the teaching and learning process and measure student mastery of the Florida State Standards and the IB objectives.  We believe that meaningful assessment:   * provides opportunities for students to demonstrate their knowledge, understanding, skills, and attitudes * considers students different learning styles, special needs, prior knowledge, mother tongues, linguistic abilities, cultural diversity, and multiple perspectives * promotes student development of critical thinking, verbal reasoning, and reflection * provides timely and meaningful feedback to students and parents in order to monitor progress during the learning process and after the unit of instruction is complete * informs teaching and learning practices | |
| **Formative assessment:**   * **Purpose:** allows for monitoring of progress and growth during the teaching and learning process, allows teachers to provide meaningful feedback on the learning process and growth, allows teachers to remediate, accelerate, extend, or differentiate based on student needs. * **Types:** exit slips, quizzes, short writing assignments, Kahoot, simulations, experiments, Socratic Seminars, Cornell Notes, Venn-diagrams, presentations, think-pair-share, Close Reading, visible thinking routines, and teacher observation. | **Summative assessment:**   * **Purpose:** allows students to demonstrate their knowledge and understanding after the teaching and learning process with authentic performance based real world tasks, allows teachers to evaluate a student’s level of mastery in the criteria and award a level of achievement, allows teachers to modify future units of study, teaching strategies, and learning experiences based on student assessment data. * **Types:** writing assignments, oral and visual presentations, portfolios, research projects, process journals, hands on labs and simulations, debates, and performances. |
| **State and local requirements:**  Students in the state of Florida must learn the Florida State Standards. Student mastery of the standards is assessed on the Florida Standards Assessment (FSA) and End of Course Exams (EOC) administered annually in grades 3-10. In Orange County Public Schools, for courses not assessed by the FSA or EOC Common Final Exams (CFE), student mastery is measured with a locally created 40 question Common Final Exam (CFE). FSA scores are used to determine student placement in courses. EOC scores are calculated into a student’s district grade for the course, with a weight of 30%. CFE scores are calculated into a student’s district grade for the course, with a weight of 20%. | |
| **Recording and reporting local requirements:**  Orange County Public Schools records student achievement using a ten-point 100-50 percentage scale which is reported using an A-F letter grade. Teacher’s record progress into Skyward and grades are simultaneously reported to students and parents through Skyward online access. Progress Reports are sent to families in the fifth week of the quarter and Report Cards are sent at the end of each nine-week quarter. Semester courses report a final semester grade and year-long courses report a final grade at the end of the year. | |
| **Assessment Objectives:**  Each subject group has identified assessment criteria that are used to determine student progress toward success on their DP examinations.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Group** | **Assessment Objectives** | | | | | | | | | | | | | | | | | | | **Group 1: Language and literature** | Know, understand and interpret | | | | | | Analyse and evaluate | | | | | | Communicate | | | | | | | **Group 2: Language acquisition** | Communicate clearly and effectively in a range of contexts and for a variety of purposes. | | | Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. | | | | Understand and use language to express and respond to a range of ideas with fluency and accuracy | | | | Identify, organize and present ideas on a range of topics. | | | | Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts. | | | | **Group 3: Individuals and societies** | Knowing and understanding | | | | Application and analysis | | | | | Synthesis and evaluation | | | | | Use and application of appropriate skills | | | | | **Group 4: Sciences** | Knowing and understanding | | | | Application | | | | | Formulate, analyse, and evaluate | | | | | Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations. | | | | | **Group 5: Mathematics** | Knowing and understanding | | Problem Solving | | | | Communication and interpretation | | | Technology | | | Reasoning | | | | Inquiry approaches | | | **Group 6: Arts** | Knowing and understanding | | | | Demonstrate application and analysis | | | | | Synthesis and evaluation | | | | | Select, use and apply a variety of appropriate skills and techniques | | | | | **TOK** | Identify and analyse | Formulate, evaluate and attempt to answer | | | | Examination across contexts | | | Understanding of roles of ways of knowing | | Exploring links between claims, questions, and ways of knowing | | | Awareness and understanding of different perspectives | | | | Explore real life situations |   Across the timeline of coursework students are assessed using both formative and summative means to prepare them for their DP Assessments. Twice a year students engage in more formal summative practice assessments to gauge their preparation. These are typically held at the end of the first semester and middle of the second semester prior to spring break. These assessments allow for reteaching and relearning of content for mastery. Students are given assessment marks in accordance with released paper markschemes. | |
| Resources: Glenridge Middle School Assessment Policy, Jackson Middle School Assessment Policy, Carver Middle School Assessment Policy, Cypress Creek Assessment Policy, Guidelines for developing a school assessment policy in the Middle Years Programme, IB DP Subject Guides, IB DP Grade Descriptors, IB Examination Papers and Markschemes  Date modified: September 2020. The policy will be reviewed every two years. | |