



Dorothy C. York Innovation Academy

PYP & MYP Assessment Policy

Mission Statement:

At Dorothy C. York Innovation Academy, we will navigate global waters by providing rigorous instruction that engages students to reach their highest potential as knowledgeable, caring, and collaborative thinkers.

Vision:

Admirals will emerge as principled and innovative life-long learners who will create a culturally compassionate world.

Philosophy:

The faculty of York believes that assessment should be a meaningful demonstration of knowledge wherein students apply skills in authentic scenarios rather than the production of memorized content. The purpose of assessment is to determine a student's capabilities while holding stakeholders accountable as students work towards the goal of becoming self-regulated learners. Assessment informs teaching, learning, and schoolwide growth as stakeholders work towards continual improvement. Feedback to students should be timely, meaningful, and constructive.

Common Schoolwide Practices:

The York faculty uses a variety of formative and summative assessment strategies to plan for instruction and monitor growth. Collaboration occurs regularly through team/department planning sessions and professional learning communities (PLCs) to ensure that assessment measures are grade-level appropriate, meet the needs of diverse learning styles, and align with state, district, and IB criteria. Teachers share student work and rubric/checklist scores for standardization at PLC meetings to ensure equity in assessment creation and grading practices.

The following practices are part of York's continual improvement cycle:

- Self-reflection and data chats
- Modeling and exemplars
- Factual, conceptual, and open-ended questions

- Teacher provided wait time
- Investigations and labs
- Performances and presentations
- Interactive notebooks and journals
- Project checklists/rubrics
- Exit tickets, quick writes, and visual whiteboard checks
- Graphic organizers/concept maps
- Small group instruction with scaffolded support
- Observation and anecdotal records
- Open-ended questions and teacher provided wait time

York stakeholders agree to the following guidelines to foster an assessment culture that builds capacity among all in it's learning community:

- **Administration** provides time for teachers to plan, reflect, and collaborate on assessments, including time for data analysis and rubric calibration utilizing student work samples.
- **Teachers** view assessment as an on-going process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- **Students** will set learning goals and take time to honestly reflect on performance. Students will abide by the academic honesty policy.
- **Parents** will strive to support the academic honesty policy, monitor assessment results, and maintain open dialogue with their students related to goals and progress.

PYP Specific Practices:

Student portfolios will be created by each student and contain artifacts that demonstrate growth and understanding of each of the six transdisciplinary IB themes (*Who We Are, Where We Are in Place and Time, How We Organize Ourselves, How We Express Ourselves, How the World Works, and Sharing the Planet.*) Portfolios are housed in the classroom and travel with students from Kindergarten through Grade 5. Portfolios may contain summative tasks, reflections, and student selected work that demonstrates understanding of the central idea and lines of inquiry from each unit. Student portfolios are shared with parents during yearly student-led conferences. Portfolios are working documents and are to be accessible to students throughout the year. Students have agency to add selected pieces and review previous entries during reflection at the start and conclusion of each unit.

Students assist in developing formative assessment criteria and participate in on-going self and peer reflection to set goals and determine performance on elements of the IB program. Each semester, students will self-reflect on their progress towards demonstrating the Learner Profile Attributes. Students will conference with the classroom teacher regarding their self-rating on the IB report card and share the document with their families for parent input as well. The IB report card will become part of the portfolio.

MYP Specific Practices:

Summative assessment includes authentic teacher created tasks based upon IB criterion A-D strands, and IB rubrics are used to assess performance. Student achievement on tasks is reported according to the MYP rubric band levels (1-2, 3-4, 5-6, 7-8) is shared with students and parents promptly. While students receive grades based upon Hillsborough County measures (100-point scale with grades A, B,C,D,F,) students will also receive final IB grades for each course. IB grades will be communicated via Canvas.

MYP Assessment criteria A-D can be summarized by each content area according to the chart below as found in the *MYP: From Principles into Practice 2014* resource:

(Teachers will assess all strands under each criterion twice a year.)

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Command terms are used by each discipline starting in grade 6 to allow for clarified task requirements. Each semester, in addition to academic reflection, students will consider progress towards their demonstration of the Learner Profile attributes and Approaches to Learning (Communication, Research, Social Skills, Thinking Skills, Organizational Skills.)

The IB rubric band levels correspond to the following HCPS percentages/letter grades:

IB Rubric Level	HCPS Grading Scale Percentage Correlation	HCPS Letter Grade Correlation
7-8	90%-100%	A
5-6	80%-89%	B
3-4	70%-79%	C
1-2	60-69%	D
0 / No Evidence	59% and below	F

Types of Assessment:

State Mandated Assessments:

Florida Assessment of Student Thinking (FAST)

- Reading (Grades 3-8)
- Writing (Grades 4-8)
- Math (Grades (4-8)

Florida Statewide Science Assessment (SSS)

- Grades 5 and 8

End of Course (EOC) Assessment

- Civics & Algebra 1

STAR Assessments

- Early Literacy (K-Grade 1)
- Reading (K-Grade 2)
- Math (K-Grade 2)

ACCESS for ELLs 2.0 (WIDA AFE)

- All English Language Learners coded LY (K-Grade 8)

District Assessments:

- HCPS (Hillsborough County Public Schools) Semester Subject Area Exams (Grades 6-8)
- Formative assessments in K-5 Reading, Writing, Math, and Science
- Optional Fall/Winter/Spring i-Ready diagnostics in Reading and Math (Grades 1-5)

School-Wide Assessment:

- **Pre-Assessment** to check for previous knowledge, plan instruction, and set goals

- **Formative Assessment** used during instruction to monitor progress to inform instruction
- **Summative Assessment** given at the end of a unit to check for mastery
- **Self-Assessment** to reflect on growth and achievement within academic contexts, learner profile attributes, and approaches to learning
- **Peer Assessment** to support one another in advancement towards goals

Reporting of Assessments:

York uses quarterly report cards that have been provided by Hillsborough County Public Schools to share academic progress, along with the opportunity for teachers to report on behavior indicators that may impact student performance. York also communicates quarterly through mid-term progress reports, Canvas grade reporting systems, and parent/teacher conferences via face-to face meetings, phone calls, emails, or virtual meetings.

Modifying Assessments:

York is inclusive of all students, including those with Individualized Education Plans (IEPs) and 504 plans. These documents outline specific ways assessments may be modified to meet the unique learning needs of students, and York teachers commit to providing allowable testing accommodations as outlined in a students' IEP or 504 plan. Teachers have freedom to differentiate and scaffold any classroom-based assessment based upon observation and data, to include but not limited to students with IEPs and 504s.

Policy Review

This policy will be reviewed yearly by the IB coordinator, administration, and staff, allowing for stakeholder input. The coordinator will adjust the policy as needed, insuring compliance with the IB and HCPS policies. The policy will be shared via the school website and school newsletter for students and parents/guardians to reference.

Authorship Date: 4/3/2024

Policy Review: 9/8/2025