
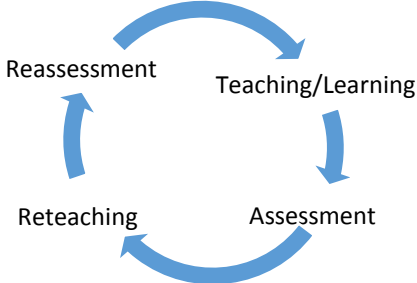


What is standards-based assessment? (MYP Criterion-related)	What standards will be used?
<p>Standards-based (criterion-related) assessment:</p> <ul style="list-style-type: none"> focuses on student learning and demonstration of skills related to standards and objectives based on evidence collected through a variety of learning experiences throughout the course provides a clear and accurate picture of learning encourages conversations about continued growth over time allows additional opportunities to demonstrate their learning 	<p>IB MYP Objectives</p> <ul style="list-style-type: none"> Each subject area uses four objectives to describe the conceptual learning expectations and skill development. Published rubrics, adjusted for each grade level, are used to evaluate each objective <p>www.ibo.org</p> <p>State or National Standards</p> <ul style="list-style-type: none"> Minnesota state standards and benchmarks (or national standards for some subjects) are aligned with curriculum and assessment. Teachers work collaboratively to design rigorous assessments that align the content of state/national standards with the IB Middle Years Programme objectives/criteria for each of the subject areas. <p>http://education.state.mn.us/MDE/dse/stds</p>
<p>What are the benefits?</p> <p>Accurate: Scores are based solely on academic factors.</p> <p>Consistent: Clear expectations are established through IB objectives and state or national standards.</p> <p>Meaningful: Scores communicate learning and identify areas of strength and growth.</p> <p>Supportive of Learning: Reassessment allows new levels of learning to be reported when improvement occurs.</p>	

What grading scales will be used?		What does the report card look like?																																														
Academic Achievement	Approaches to Learning Skills	Report Card Example:																																														
<p>Academic Achievement is reported using an equal interval scales of 0 – 8 and reflects mastery of objectives and standards.</p> <table border="1" data-bbox="110 1501 412 1927"> <tr><td>8</td><td rowspan="2">Excelling</td></tr> <tr><td>7</td></tr> <tr><td>6</td><td rowspan="2">Mastering</td></tr> <tr><td>5</td></tr> <tr><td>4</td><td rowspan="2">Progressing</td></tr> <tr><td>3</td></tr> <tr><td>2</td><td rowspan="2">Beginning</td></tr> <tr><td>1</td></tr> <tr><td>0</td><td>No evidence</td></tr> </table> <p>Rubrics</p>	8	Excelling	7	6	Mastering	5	4	Progressing	3	2	Beginning	1	0	No evidence	<p>Approaches to Learning Skills are skills such as effort, attitude, participation, behavior, organization, time management, and collaboration. Feedback on these skills is important to students, teachers and parents. These skills are:</p> <ul style="list-style-type: none"> important skills that support learning in all classes reported separately from academic achievement to ensure accurate reporting of learning reported using a scale of E, M, P, and D. 	<p>Physical Education 8</p> <table border="1" data-bbox="873 1304 1523 1541"> <thead> <tr> <th>Academic Achievement</th> <th>S1</th> <th>S2</th> </tr> </thead> <tbody> <tr> <td>Criterion A: Knowing and understanding</td> <td>5</td> <td>6</td> </tr> <tr> <td>Criterion B: Planning and performance</td> <td>4</td> <td>5</td> </tr> <tr> <td>Criterion C: Applying and performing</td> <td>4</td> <td>5</td> </tr> <tr> <td>Criterion D: Reflecting and improving performance</td> <td>6</td> <td>8</td> </tr> </tbody> </table> <p>Approaches to Learning Skills</p> <table border="1" data-bbox="873 1570 1523 1682"> <tr> <td>Work Completion</td> <td>M</td> <td>M</td> </tr> <tr> <td>Self-management</td> <td>P</td> <td>M</td> </tr> <tr> <td>Collaboration</td> <td>M</td> <td>E</td> </tr> </table> <p>COMMENTS:</p> <div data-bbox="1170 1619 1325 1717" style="border: 1px solid blue; border-radius: 15px; padding: 5px; display: inline-block;"> <i>How do I learn?</i> </div> <table border="1" data-bbox="1008 1793 1430 1944"> <tr><td>E</td><td>Exceeds Expectations</td></tr> <tr><td>M</td><td>Meets Expectations</td></tr> <tr><td>P</td><td>Partially Meets Expectations</td></tr> <tr><td>D</td><td>Does not Meet Expectations</td></tr> </table>	Academic Achievement	S1	S2	Criterion A: Knowing and understanding	5	6	Criterion B: Planning and performance	4	5	Criterion C: Applying and performing	4	5	Criterion D: Reflecting and improving performance	6	8	Work Completion	M	M	Self-management	P	M	Collaboration	M	E	E	Exceeds Expectations	M	Meets Expectations	P	Partially Meets Expectations	D	Does not Meet Expectations
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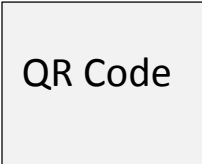
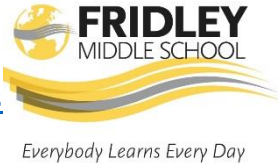
How will I be informed about my student's progress?	
Formal Reporting Report Cards: <ul style="list-style-type: none"> Report cards will be mailed home at the end of each semester. Semester reporting allows reporting to reflect learning over time. Progress Reports: <ul style="list-style-type: none"> A progress report will be mailed home at the end of quarter one and quarter three. 	Continuous Reporting <ul style="list-style-type: none"> Teachers will issue periodic progress reports throughout each semester. Progress will be share at conferences. Parents/guardians may check progress anytime through a parent portal account.
Will there be an overall score? <ul style="list-style-type: none"> There will be no overall score for each course. Separate scores for each objective and approaches to learning skill provides more accurate and specific feedback about learning. 	How can I improve my score? <ul style="list-style-type: none"> The goal for each course is to ensure that students master the essential learning. Any effort to raise a student's score must be aligned with that same goal. A key component of standards-based (criterion-related) assessment is the opportunity to reassess. <u>Teachers will provide additional opportunities for students to demonstrate their learning.</u> <u>Students must take responsibility to meet with their teacher to create a plan to relearn the material and establish a time to reassess.</u> 
What about homework? (Practice) In a standards-based (criterion-related) reporting system: <ul style="list-style-type: none"> homework is considered to be "practice". "practice" helps to develop knowledge, understanding and skills leading to academic success. "practice" work is considered evidence of growth and will be considered when assigning scores for the report card. the focus is on growth, with teachers determining a score with emphasis on the most recent evidence. takes into consideration that all students do not learn at the same rate—some need more practice than others and should not be penalized for requiring additional time. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; background-color: #4a90e2; color: white;">Academic Achievement</div> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; background-color: #4a90e2; color: white;">Practice</div> <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; background-color: #4a90e2; color: white;">Approaches to Learning</div> </div>	<ul style="list-style-type: none"> If a student demonstrates a higher level of mastery, the new score will replace the old score. Extra credit is not used in evaluation of the learning.

QUESTIONS?

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For additional information about grading and reporting:
www.fridley.k12.mn.us