

# IB Middle Years Programme

*Joseph C. Wilson Foundation Academy  
Joseph C. Wilson Commencement Academy  
Providing a World Class Education*

## Assessment Policy Requirements

### Appendix A: Subject Criteria and General Course Requirements

Subject Area	Assessment Criteria	Minimum Course Requirements
<b>ARTS</b>	A. Knowing and Understanding (8) B. Developing Skills (8) C. Thinking Creatively (8) D. Responding (8)	-Minimum of 50 hours of teaching time in each year of the programme -Students must take one performing and one visual art in years 2 and 3 -Students must use arts process journal in each year of the programme to build evidence and support for their learning in all four MYP objectives
<b>DESIGN (Technology)</b>	A. Inquiring and Analysing (8) B. Developing Ideas (8) C. Creating the Solution (8) D. Evaluating (8)	-Minimum of 50 hours of teaching time in each year of the programme -Must use the Design Cycle to structure projects
<b>INDIVIDUALS AND SOCIETIES (Social Studies)</b>	A. Knowing and Understanding (8) B. Investigating (8) C. Communicating (8) D. Thinking Critically (8)	-Minimum of 50 hours of teaching time in each year of the programme -MYP students are required to engage in and investigation in each year of the programme -Criterion B must be used in combination with at least one other assessment criteria
<b>LANGUAGE ACQUISITION (LOTE)</b>	A. Comprehending Spoken and Visual Text (8) B. Comprehending Written and Visual Text (8) C. Communicating in Response to Spoken, Written, and Visual Text (8) D. Using Language in Spoken and Written Form (8)	-Minimum of 50 hours of teaching time in each year of the programme -Students will study <b>one</b> additional language (to Mother Tongue) sustained across entire year at each year of the programme -The IB recommends that wherever possible, scholars should work towards becoming multilingual
<b>LANGUAGE AND LITERATURE (English)</b>	A. Analysing (8) B. Organizing (8) C. Producing Text (8) D. Using Language (8)	-Minimum of 50 hours of teaching time in each year of the programme -Each year must include: <ul style="list-style-type: none"> <li>• Study of a balance of language and literature</li> <li>• Study of a balance of genres</li> <li>• Study a range of literature</li> <li>• Must include a world literature component</li> </ul>
<b>MATHEMATICS</b>	A. Knowing and Understanding (8) B. Investigating Patterns (8) C. Communicating (8) D. Applying Mathematics in Real Life Contexts (8)	-Minimum of 50 hours of teaching time in each year of the programme -Apply mathematics to authentic real life contexts -Perform investigations to discover patterns
<b>PHYSICAL AND HEALTH EDUCATION</b>	A. Knowing and Understanding (8) B. Planning for Performance (8) C. Applying and Performing (8) D. Reflecting and Improving Performance(8)	-Minimum of 50 hours of teaching time in each year of the programme -At least 50% of teaching time should be used to engage students in physical activity -Scholars must complete an aesthetic movement routine assessed on criterion B in each year of the programme
<b>SCIENCES</b>	A. Knowing and Understanding (8) B. Inquiring and Designing (8) C. Processing and Evaluating (8) D. Reflecting on the Impacts of Science (8)	-Minimum of 50 hours of teaching time in each year of the programme -In each year of the programme scholars must independently complete a scientific investigation that is assessed against criteria B and C

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## Appendix B: Report Card Materials

<b>Learner Profile Report Card Comments</b>
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<b>Inquirers</b>	<b>Caring</b>	<b>Balanced</b>	<b>Knowledgeable</b>	<b>Reflective</b>
	<b>Open-Minded</b>	<b>Communicators</b>	<b>Thinkers</b>	
		<b>Principled</b>	<b>Risk-Takers</b>	

### Comment Bank:

- Works well independently
- Works well with others in cooperative learning situations
- Asks thoughtful questions to promote learning
- Participates in class discussions
- Shows empathy and understanding of others
- Demonstrates self-motivation
- Is willing to take leadership roles
- Is an active participant in classroom activities
- Demonstrates the ability to self-reflect and set goals for self-improvement
- Advocates for self
- Shows appreciation for other opinions and cultures
- Understands class procedures
- Responds well to teacher expectations
- Finds peaceful solutions to conflicts
- Is willing to explore new ideas and strategies
- Speaks to peers and adults in a respectful manner
- Is able to communicate and support ideas effectively
- Takes pride in work
- Accepts responsibility for own actions
- Demonstrates leadership skills
- Requires assistance in completing independent work
- Resists working with others in cooperative learning situations
- Does not participate in class discussion
- Does not seek clarification or ask questions to promote learning
- Is often late to class
- Lacks motivation in completing assignments
- Needs to become an active participant in the learning process

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- Does not ask questions to seek clarification
- Refuses to follow classroom routine
- Does not follow teacher's directions
- Is not cooperative in class
- Speaks to peers and adults in a disrespectful manner
- Needs to improve verbal and written communication skills
- Is often out of uniform
- Does not accept responsibility for own actions
- Needs to develop leadership skills
- Lacks self-control; demonstrates impulsivity in actions

## Approaches to Learning Report Card Comments

### Comment Bank:

- Attendance does not meet RCSD minimum requirements
- Poor attendance impacts academic performance in class
- Is often late to class
- Uses time in class effectively
- Does not use time in class effectively
- Is often off task
- Completes tasks in a timely manner
- Does not turn in assignments on time
- Assignments are incomplete when turned in
- Demonstrates research skills
- Uses a variety of media to obtain new information
- Demonstrates the ability to use technology in class
- Demonstrates organizational skills
- Lacks organizational skills
- Many missing assignments
- Should seek additional help
- Needs to better prepare for assessments
- Parent/teacher conference is needed

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## Grade Conversions

Grade	Boundaries
1	0-3
2	4-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32

4 Criteria (32 Points)			
Scale	Grade	MYP Point Value	Percentage
7	A+	32	98-100
		31	95-97
	A	29	92-94
		28	90-91
6	B+	27	87-89
		26	85-86
	B	25	83-84
		24	81-82
		23	80
5	C+	22	77-79
		21	75-76
	C	20	73-74
		19	71-72
		18	70
4	D	17	69
		16	68
		15	67
		14	66
		13	65
3 2 1	F	12	64
		11	63
		10	62
		9	60-61
		8	59-60
		7	57-58
		6	55-56
		5	53-54
		4	51-52
		3	50
2	50		
1	50		
		0	50

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3 Criteria (24 Points)			2 Criteria (16 Points)		
Grade	MYP Point Value	Percentage	Grade	MYP Point Value	Percentage
A+	24	98-100	A+	16	98-100
	23	95-97		A	15
A	22	92-94	14		90-94
	21	90-91			
B+	20	87-89	B+	13	87-89
	19	85-86		B	12
B	18	82-84	11		80-84
	17	80-81			
C+	16	77-79	C+	10	75-79
	15	75-76		C	9
C	14	72-74			
	13	70-71			
D	12	68-69	D	8	68-69
	11	66-67		7	66-67
	10	65		6	65
F	9	64	F	5	63-64
	8	63		4	61-62
	7	62		3	59-60
	6	61		2	57-58
	5	59-60		1	51-56
	4	57-58		0	50
	3	55-56			
	2	53-54			
	1	51-52			
0	50				

  

1 Criterion (8 Points)		
Grade	MYP Point Value	Percentage
A+	8	95-100
A	7	90-94
B(+)	6	80-89
C(+)	5	70-79
D	4	65-69
F	3	63-64
	2	61-62
	1	51-60
	0	50

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## Appendix C: Credit Requirements

### NYS minimum high school graduation credit and assessment requirements:

**NY State Regents Diploma:** 22 credits required

English	4
Soc. St.	4
Math	3
Science	3
Foreign Language	1
PE	2
Health	.5
Fine Arts	1
Electives	3.5
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TOTAL	22

***To be eligible to receive either of these diplomas with Honors, all required Regents examination scores, must average 90 or higher. No rounding up is allowed.***

Regents Exams Required	
Science	1
Mathematics	1
Global History	1
US History	1
ELA	1

Regents Exams Required for Diploma With Advanced Designation	
Science	2
Mathematics	3
Global History	1
US History	1
ELA	1
LOTE (Languages Other Than English)	1

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## **NYS mandated assessments for Middle school:**

ELA: state exams in grades 7 and 8

Math: state exams in grades 7 and 8

Science: state exam in grade 8

RCSD Assessments:

Yearly *district designed post assessments* are given to monitor and track student achievement in all subject areas. These assessments model the attributes of state-mandated assessments.

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## Appendix D: Behavioral Consequences for Academic Dishonesty

**Source:** *RCSD Regulations of Intervention and Discipline*

Behavior	Range of Possible Discipline Responses
<p><b>Engaging in scholastic dishonesty in all parts of summative assessment which includes but is not limited to:</b></p> <p>a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p>	<ol style="list-style-type: none"> <li>1. Admonishment by school staff</li> <li>2. Student/teacher conference</li> <li>3. Reprimand by appropriate supervisor (after sending referral to: assistant principal, principal)</li> <li>4. Parent conference</li> <li>5. In-school disciplinary actions (e.g., detention, exclusion from extracurricular activities, recess, or communal lunchtime *Wilson students are required to complete a series of on-line lectures that instructs them on how to properly cite and reference sources. This will be done during lunch detention with the assistance of the librarian.</li> <li>6. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought).</li> <li>7. Principal’s suspension</li> <li>8. Superintendent’s suspension that results in immediate reinstatement</li> <li>9. Superintendent’s suspension that results in continued suspension for a fixed period of 6- 10 school</li> </ol>



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## **Appendix E: International Baccalaureate “Best- Fit” Approach**

**Source:** *IBO The “best-fit” approach*

### **The “best-fit” approach**

The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student’s achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.