Mission Statement

Union Day School community works together to provide students rigor-content rich curriculum parallel with the IB ideals of the Learner Profile. We strive to build a nurturing environment where each student demonstrates a spirit of respect, responsibility, global mindedness and a commitment to academic and civic excellence.

Vision Statement

Union Day School's vision is to promote and foster thoughtful, caring, and creative students. They will be critical thinkers and problem solvers. Students will be confident, prepared for future success and achieve their academic and social potential as life-long learners in the 21st Century. Global Mindedness: We emphasize this as an understanding of how the world is organized and interconnected and the possibilities and constraints facing its people. Globally literate students analyze and think critically about the world and their roles in it. They become fluent investigators of the world, celebrating our diversity as global citizens.

Philosophy

It is in Union Day School's pursuit that we utilized assessments both informal and formal to drive best practices in teaching and learning. We incorporate both formative and summative assessments to evaluate and develop the student as the whole child. Teachers use data to drive instruction and to select the most effective and best teaching practices to meet students' needs. Assessments are used to inform and encourage teachers towards meeting the course objectives and MYP criteria; we strive to reflect and provide meaningful feedback for us and our students to set and achieve both short term and long term goals in conjunction with our inclusion policy for special needs students (SEN policy).

Types of Assessments

Teachers develop common assessments in our bi-weekly professional learning communities (PLC) to ensure common clear objectives, standards, and expectations among course of study. The following are examples of assessments:

- Baseline benchmark (pre/post-assessments)
- Formative assessments (exit tickets, observations, classwork)
- Summative assessments (end of unit test, End-of-Grade (EOGs)
- Interactive Journals (notebook)
- Portfolio Assessments (work sample)
- School Based tests (SMI/SRI)
- Student reflection/self-evaluation
- Performance Tasks (demonstrated knowledge of learning: i.e projects, presentations)
- Exhibition
- MYP assessment criteria

- Student conferences/interviews (student led conference, meeting with teacher)

Using the MYP Subject-group Guides, we measure assessments using the criterion-related rubrics with the scale of (0-8) of competency for MYP strands with a total of 32 (*end-of-year*) for each course of study (table below, ibo.org, p.80).

MYP Assessment Criteria

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Integrated 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-life contexts
Arts	Investigating	Developing	Creating or performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performances	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

The chart below provides a general level achievement descriptors used to assess student in summative assessment (end of unit test, project, presentation). Subject and task specific rubrics are provided to students for each IB summative task.

Level Achievements

Fails to meet any of the criteria levels	Limited quality work, gaps in understanding concepts	Acceptable quality work, basic understanding of concepts	Good quality work, secure understanding of concepts	High quality work, extensive understanding of concepts
0	1-2	3-4	5-6	7-8

Recording and Reporting

We believe that home and school open communication is a vital part in our educational philosophy. It is important that we work as a team (teachers, parents, and students) to achieve the best education. To this end, parents and students are informed in the following ways:

- Curriculum/Parent Night "Back to School Night"
- Open House/Orientation
- Parent informational night(s)
- Communication platform (Bloomz, emails, weekly newsletter)
- Homework Agenda
- Progress Reports (four times per year)
- MYP Report Cards (four times per year)
- Parent/Teacher conference
- School presentations/exhibition nights
- Individualized Educational Plan (IEP)

-This document is a living document, reviewed and updated annually by the Pedagogical Leadership Team for current content and practice.
Developed: 2019
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This policy was inspired and adapted from the following sources:
-MYP: From Principles into Practice: Assessment for Learning, 2014 (ibo.org)
-Pine View Middle School Magnet:
https://pvms.pasco.k12.fl.us/wp-content/uploads/pvms/2018/12/PVMS-Academic-Honesty-Policy.pdf
-The IB Programme Continuum of International Education: Effective Citing and Referencing, 2014 -Charlotte-Mecklenburg School: Piedmont Open IB Middle School:
http://schools.cms.k12.nc.us/piedmontMS/Documents/Academic%20Honesty%20Policy%20PDF.pdf
-El Sereno Middle School: https://drive.google.com/file/d/0B-RufBMPLDe5bmV3a09BNl9pSVk/view