



International Baccalaureate Middle Years Programme Policies

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IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Franklin Mission Statement

Our mission at BFIEA is to motivate, empower and challenge individuals to become lifelong learners and achieve success in a global society.

The Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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IB MYP Access & Admission Policy

Benjamin Franklin International Exploratory Academy

2022-2023

Philosophy

According to the culture standard (0301) from the IB Programme standards and practices, Benjamin Franklin seeks to provide access to the MYP to “the broadest possible range of students”. All students that are enrolled at BFIEA are considered students of the MYP, from 6th grade to 8th grade.

Policy and Procedures

As a part of the Dallas Independent School District, there is a specific protocol for enrollment for all schools including Franklin. All enrollment for the school, 6th to 8th grade, occurs virtually at the district website, <https://www.dallasisd.org/choosedallasisd>.

1. All students zoned to come to Franklin, enroll on the DISD webpage and are sent to Franklin automatically. These students are seated first.
2. Students in DISD can transfer to Franklin at that same site. Transfer students are placed second.
3. Out of district students are the last to be placed here at Franklin after they enroll through the same site.

Enrollment procedures for zoned schools:

1. Students enroll at <https://www.dallasisd.org/choosedallasisd>.
2. Students register with the documentation required by the district including birth certificates, medical records, and other official forms.
3. Based on the address, you are assigned to your zoned school (neighborhood school).

For students who are transferring, the district has a lottery process that occurs on the site listed above. The protocol to transfer starts the same as the enrollment process.

1. Students enroll at <https://www.dallasisd.org/choosedallasisd>.
2. Students register with the documentation required by the district including birth certificates, medical records, and other official forms.
3. Based on the address, you are assigned to your zoned school (neighborhood school).

4. A transfer application is filled out and submitted to the lottery system.
5. After the lottery process ends, parents are contacted with the school in which they were selected. They can accept or decline this transfer.
6. Registration is then completed through the regular system.

Collaborative, special education students are placed in schools with units that reflect their individual educational plans and the services that they require.

Ongoing Review of Admission Policy

The Admission Policy is a working document, which requires ongoing review and revision based on the protocols given to us by the Dallas Independent School District. The pedagogical leadership team and office staff, including the records clerk, will review the Admission Policy annually. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA during a given meeting. The final document will be posted on the school's website.

IB MYP Inclusion Policy

Benjamin Franklin International Exploratory Academy

2022-2023

Philosophy

According to the culture standard 0301-02 from the Programme standards and practices, “the school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.” This policy outlines the school's philosophy regarding inclusion.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning. It involves change and is facilitated in a culture of collaboration, mutual respect, support, and problem-solving, and according to the IB, it's a “whole-school educational approach to which all schools should aspire.”

At Benjamin Franklin International Exploratory Academy, we believe that all students should have equitable access to the IB Middle Years Programme. We serve students from ten years of age to fourteen, and each one of them is given access to the programme elements, units, and resources. Having the MYP as our programme allows the staff to remove barriers for students and helps us encourage a focus on the whole child development; emotional, social, physical, and academic.

Students at Franklin are taught by dedicated, knowledgeable, and caring teachers who are committed to working with students in the least restrictive environment possible. The teachers are well equipped to serve students of any ability level through rigorous training and professional development, collaborative lesson planning with their teaching teams, special education specialists, leadership, and counseling services, and support by outside experts in special areas. Teachers, leadership, and specialists work as a team to identify, evaluate, and provide the best plan of instruction possible for students at any ability level. Students are supported emotionally, socially, behaviorally, and academically by the classroom teachers, specialists, leadership team, reading coach, counselor, media specialist, dyslexia specialist, and district experts.

We also believe that differentiation and collaboration are important for student success. With support from teachers, teaching assistants, and peers, successful connections can be made to the units, the inquiry, and the concepts being taught. All students have a right to access the programme and its components in all classroom settings. Resources, accommodations, and modifications are provided to students based on their needs documented in their IEP, 504, or MTSS plans.

Students at any ability level are encouraged to have agency over their learning and take action for their work, behavior, and relationships at Franklin. Student agency empowers the learner to actively participate in their learning experience. In the classroom, students are given opportunities for ownership as part of the learning community with resources from teachers, peers, and specialists. Students are given time and support to engage with their learning and understanding in more than one way so that they can advocate for their needs and inquiries.

Inclusion Models at Franklin

Special Education Unit

Classrooms serve 6th, 7th, and 8th grade students whose special education ARD decision and/or cognitive or medical limits have determined that a general education setting is inappropriate or ineffective for the students served.

These classes teach all 8 subject groups, but the work is appropriately differentiated for the students' needs and abilities by a lead teacher and a teaching assistant, or two, in each room. We have three Unit rooms. The Unit programs prepare students academically, socially, emotionally, and physically for a life-long path of learning and contribution.

Inclusion (Special Education or 504) in General Classes

From sixth grade to eighth grade, students with special needs are supported in the classroom by a certified classroom teacher and provided inclusion support by a certified special education teacher and case manager. The supports are determined by what is documented in their IEP by the ARD team (See Frequently Used Terminology).

Gifted and Talented

The purpose of the Gifted and Talented (G/T) program is to implement, maintain, and support a variety of instructional strategies that address the four core academic areas: reading/language arts, math, science, and social studies. Students in the G/T program demonstrate skills in self-directed learning, thinking, research, and communication. In the Dallas ISD, students are nominated, screened, and selected by the campus G/T Selection Committee.

The Dallas ISD's G/T program consists of three components: grades K-5, grades 6-8, and grades 9-12. G/T students are provided a minimum of two hours of "pull out" instruction per week, focused on critical thinking, problem-solving, creative thinking, researching, and developing innovative products.

A potential G/T student is nominated by a teacher, counselor, administrator, parent, community member, peer, or a student who can self-nominate. Test scores for the State of Texas Assessments of Academic Readiness (STAAR) and Measure of Academic Progress Test (MAP) are also used to determine eligibility. Each campus has a 'Selection Committee' chaired by a G/T teacher. The committee consists of at least three professional educators who received training in the nature and needs of G/T students. All teachers on the BFIEA campus are expected to be G/T trained after being employed by Franklin for one year.

Emergent Bilingual (EB) Students, previously known as English Language Learners (ELL)

Emergent bilingual students are served in two different models at Franklin, based on their English language proficiency; immersion and English as a Second Language classes (language acquisition subject group). Students are tested at the beginning of each year and appropriately placed in a model of English learning. Students who are determined to be beginners or intermediate level students, will be placed in an ESL class, every day, in place of an Language & Literature class, and they will receive language support in all other courses, per the LPAC (Language Proficiency Assessment Committee) paperwork and decision. Students who are determined to be advanced or advanced high will attend regular Language & Literature classes, along with all others, but they too will receive appropriate differentiated instruction and support, based on LPAC decision and paperwork.

Local, State, and Federal Requirements-Documentation and Laws

1. Education for All Handicapped Children Act

Passed by Congress in 1975, this was the first special education law directed at students with physical and mental disabilities. The law stated that public schools must provide children with special needs with the same opportunities for education as other children. It also required any public school that received federal funds to provide one free meal a day for these children.

The mission of this act was to: make special education services accessible to children who require them; maintain fair and appropriate services for disabled students, institute systematic evaluation requirements for special education, and endow federal resources to public schools for the education of disabled students.

2. Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act, or IDEA, was created in 1990 and modified the Education for All Handicapped Children Act. This law ensures that special needs students receive appropriate free public education in the least restrictive environment necessary to meet those students' needs. It helps students acquire the

extra assistance they need but allows them to participate in the same activities as children without special needs whenever possible.

3. No Child Left Behind

In 2001, the Elementary and Secondary Education Act, commonly known as the No Child Left Behind Act, called for schools to be accountable for the academic performance of all students, whether or not they had disabilities. The act requires schools in every state to develop routine assessments of students' academic skills. While it does not stipulate that these assessments meet a national standard, the law obliges each state to establish its criteria for evaluation. No Child Left Behind provides incentives for schools to demonstrate progress in students with special needs. It also allows students to seek alternative options if schools do not meet their academic, social, or emotional conditions.

4. Individualized Education Programs

The IDEA maintains that parents and teachers of children who qualify for special education must develop an Individualized Education Program, or IEP, that helps establish specific education for a child's exact needs. This requires caregivers to meet initially to determine a child's eligibility for an IEP and come together annually to develop and assess the educational plan.

The student's educational strategy must be designated in writing. It should include an evaluation and description of the current academic status, measurable goals and objectives, designation of an instructional setting and placement within that setting, and transition services for children aged 14 or older. An IEP gives parents the right to dispute any issues with the school district through a neutral third party.

Frequently Used Terminology-What needs to be defined for IB and/or the Learning Community?

- IEP-Individualized Education Program
- ARD-Admission, Review, and Dismissal
- BIP-Behavior Intervention Plan
- SST-Student Support Team
- MTSS-Multi-Tiered Systems of Support
- 504-a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.
- ECSE-Early Childhood Special Education

- Collaborative-Class that is team-taught by a general teacher and a special education teacher
- ELL-English Language Learner
- LPAC-Language Proficiency Assessment Committee
- GT-Gifted and Talented
- SEL-Social Emotional Learning

Ongoing Review of Inclusion Policy

The Inclusion Policy is a working document, which requires ongoing review and revision based on the needs of the student population at Benjamin Franklin International Exploratory Academy. The pedagogical leadership team, composed of administrators, the IB coordinator, the reading coach, the SPED team, and teachers will review the Inclusion Policy annually. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA during a given meeting. The final document will be posted on the school's website.

IB MYP Academic Integrity Policy

Benjamin Franklin International Exploratory Academy

2022-2023

Definition of Academic Integrity

Academic integrity is described as “the commitment to and demonstration of honest and moral behavior in an academic setting” (Academic Integrity-The Writing Center, University of North Carolina at Chapel Hill).

Philosophy

According to the culture standard (0201) from the Programme standards and practices, “the school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.”

At Benjamin Franklin International Exploratory Academy, we believe all students should be responsible for their own thinking, input, and work. Students at all ages of the MYP should be able to understand the difference between work done by others, work done by the individual, and giving credit to the owner of the work created. The teachers, administrators, IB coordinator, and librarian will take it upon themselves to adequately and appropriately prepare students to give credit when using work that does not belong to them in research-based projects and reports. Students will be responsible for using these strategies to credit any outside work used in their personal learning.

Franklin students will use their self-management, social, thinking, communication, and research skills to ensure that they are examples of integrity and responsibility at all times when citing work belonging to an owner beside themselves. They will represent themselves in their work as good communicators who are principled and knowledgeable.

Plagiarism

An act or instance of using or closely imitating the language and thoughts of another author without authorization and/or the representation of that author's work as one's own, by not crediting the original author. Plagiarism equally applies to work other than text (ie. art, music, etc). It is important that students understand how to appropriately use another author's work in their assignments to avoid both intentional and unintentional instances of plagiarism.

Collusion

Supporting malpractice by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student

Roles and Responsibility in Supporting Academic Honesty**Faculty: (including teachers, counselors, media specialists, support and paraprofessionals)**

- Communicate what denotes collaboration from collusion
- Teach students a normed citation method (MLA, APA, Chicago, etc)
- Report and record concerns and academic dishonesty to students, parents, counselors, and administrators
- Assure students that when they submit a task as their own, they are ensuring that they have not colluded with other students
- Minimize the opportunity for students to collude during assignments and assessments
- Involve students in reflection/discussion when an instance of plagiarism or collusion occurs

Students:

- Confirm understanding of academic honesty with signature on Academic Integrity Oath
- Report violations of self or peer to a Teacher, counselor, or administrator
- Produce authentic work with appropriate citations
- Understand that putting their name on assignment certifies it as their work
- If a violation occurs, complete a reflection with a teacher
- Understand proper citation expectations for assignments (MLA, APA, Chicago, etc.)

Administration:

- Support academic honesty policy and investigate all counselor/teacher reports of violation of policy
- Ensure that all staff, students, and parents understand the policy
- Ensure the academic honesty policy is applied consistently throughout all classes
- Provide professional development on academic writing and referencing systems that are available
- Investigate violations of the policy
- Make parent and student contact to reflect on violations of the policy

Parents, guardians, and/or outside support:

- Read/sign Code of Conduct form.
- Encourage your child to practice academic honesty.

Repercussions

Violations of the policy will be discussed with the student and then reported to parents and administration. Consequences will be administered within the schools discipline protocol, based on the severity and frequency of the violation.

Franklin Academic Integrity Student Oath

All 6th- 8th grade students will read, sign and agree to the school's academic integrity policy before engaging in research-based assignments and projects. The oath is written as follows:

"As a member of the Benjamin Franklin International Exploratory Academy Community, I must be principled in my work and actions. By the IB definition, this means, "we act with integrity and honesty, with a strong sense of fairness and justice, and with the respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences." Being principled in my work means I do not plagiarize or claim other people's work as my own. I give credit where it is due.

By signing this declaration, I am confirming that I understand the meaning of 'plagiarism'.

Plagiarism is the presentation by a student of an assignment that has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books, periodicals, or the web) without due acknowledgment in the text.

I, _____ declare that for this submitted work:

- ☐ I did not cut-and-paste information from others without appropriate use of quotation marks and direct reference to their work;
- ☐ I did not re-word the ideas of others without proper and clear acknowledgment;
- ☐ I did not write ideas or suggestions that originated from others and claim these as my own;
- ☐ I did not include words from other students' work without permission."

Ongoing Review of Academic Integrity Policy

The Academic Integrity Policy is a working document, which requires ongoing review and revision based on the needs of the student population at Benjamin Franklin. The teaching staff, administrators, and IB coordinator will review the Academic Integrity Policy annually. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The

updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA during a given meeting. The final document will be posted on the school's website.

IB MYP Academic Language Policy

Benjamin Franklin International Exploratory Academy

2022-2023

Philosophy

According to the culture standard 0301-04 from the Programme standards and practices, “the school implements, communicates and regularly reviews the language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language.”

At Benjamin Franklin International Exploratory Academy, we know that language is taught and a holistic experience that our students have in and out of the classroom. We value multilingualism in our students and staff. Our students experience the depth of language that is integrated into their entire academic careers. They will learn the language of science, math, arts, individuals & societies, health & physical education, language & literature, and design to understand how all of these subjects are interconnected. Additionally, all students will be instructed in a language acquisition course for every year of the MYP programme, in either English, Spanish, or French. All of the teachers at Franklin are, in fact, language teachers and have the responsibility to speak to our students at a high but appropriate academic level. Each year that a student moves up a grade level, they will be taking language skills, such as reading, writing, listening, and speaking. Through inquiry, teachers allow students to use language in various formats, including music, role-play, art, and traditional language teaching through the grade level PYP planners and stand-alone subjects. Students work with leveled reading materials to match their individual language needs and focus on progression into more difficult text by assessing fluency, recognition, and comprehension. The writing process is also critical to the student's grasp of the language. It allows for students to write with specific purposes, including their own choice of subject matter, and experience the practice of editing, revision, and publishing. Language is part of our identity as people, and through language, we can collaborate and connect.

Campus Student Language Profile

The major languages spoken and taught at Franklin are English and Spanish. Limited English Proficiency (LEP) students make up 84% of the campus population. Out of those LEP students, 33%, are considered English as a Second Language (ESL) students and are taught with the general education students, receiving instruction in all content areas in

English. This group of students is provided English language instruction for 365 minutes a week by an instructor certified in ESL acquisition. An additional language is chosen by all students, through the language acquisition subject group, either Spanish or French, to align with the community's DP programme at Hillcrest High School.

Identification of Language Needs

Students who are enrolled at Franklin, as a requirement of state and federal guidelines, must complete a Home Language Survey stating the language most often spoken at home as well as any additional languages used. If students do not speak English at home, additional testing will occur to determine the level of ability in English using the Language Proficiency Test.

Student language is also assessed using MAP, a computer-based assessment that tests comprehension, specifically the foundational skills of vocabulary, multiple genres, author's purpose, and craft in the upper grades. Foundational language skills, beginning reading and writing skills, composition, grammar, and mechanics are assessed in the Kindergarten and 1st-grade versions of the MAP assessment. The assessment is given three times a year (Beginning, Middle, and End) and is used for intervention planning, small group instruction, and guided reading.

The Texas Education Agency (TEA) designed the Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that limited English proficient (LEP) students make in learning the English language. This assessment is taken from Kindergarten through 12th grade each year and aligns with the Texas English Language Proficiency Standards (ELPS). TELPAS includes evaluations in the areas of reading, writing, listening, and speaking. Teachers are trained to interpret writing samples using the state rubric (beginning, intermediate, advanced, and advanced high), and LEP students in grades 2-12 take an online reading assessment in order to measure their progress during a given school year.

Support of Language Development through Instruction and Assessment

Classroom teachers, along with the Additional Language teacher, the fine arts and physical education teachers, and the instructional support staff, work together to provide all language learners with access to age-appropriate content aligned to the

district, state, and national standards. All teachers are responsible for requiring students to experience the content areas utilizing reading, writing, listening, and speaking skills.

Language is infused throughout the Programme of Inquiry. High-level thinking strategies, key concept questions, transdisciplinary skills, and inquiry-based learning support students in acquiring strong vocabulary skills and maintaining a rich language environment in their classrooms. The unit planners are composed of relevant, engaging activities and assessments that encourage opportunities for oral language, visual language, and written language learning.

Reading, writing, listening, and speaking are major components of language development and are reinforced throughout the day across all curriculum areas. During reading and language arts, students are exposed to strong mentor texts, reflect on story elements, and utilize effective reading strategies for comprehension. Students also create their own writing pieces, listen to their teacher and peers read, and justify their thinking orally and in writing. Vocabulary development happens in every class with the use of word walls, concept maps, online resources, and print-rich environments. During math, students are expected to explain their thinking using mathematical vocabulary and multiple representations of their solutions. Justifications in science are used to drive investigations and explorations. In social studies, students communicate their thoughts and opinions on current global issues in classroom discussions, journal writing, and group projects. Students are assessed in reading and writing formally and informally throughout the year. Students in 6th-8th grades take the state Reading assessment (STAAR) in May and the MAP Reading assessment at the beginning, middle, and end of the year. During the year, these students are also assessed in reading and writing through district and campus common assessments. Weekly and daily journal writing and writing prompts, and teacher-generated tests are also tools used for assessment. The information is used to re-evaluate small groups for intervention and guide instruction. It also provides feedback to teachers, students and parents.

Support of Second Language

Second language support for every language learner at Franklin occurs during daily language acquisition instruction, in the World Language courses.

Reading support during the annual curriculum activities

Parents attending our annual Curriculum Night/Student Showcase are exposed to different reading and writing activities during the evening. After each session, teachers give families skill cards so that they can practice these skills at home. These cards also

include online resources and directions for access to the Dallas Public Library. Books are given out to families at no charge to reinforce the skills learned during the evening.

Library Media Programs

The second language is also supported by our Library Media programs and resources. Students can access online read aloud of their favorite books read in English and Spanish by Kramer staff members on school-wide platforms like Facebook, Twitter, and the Franklin Web Page. The library book collection is required to reflect our language populations and receives additional funding in our IB budgets to meet student needs. All students have access to online books in both English and Spanish. 6th-8th grade can utilize these resources in class with their Kindles. The online resources can be programmed to be read aloud to students and texts can be translated when necessary.

Additional Language Class

Students attending the Additional Language class will be immersed in Spanish or French through technology, videos, music, and basic greetings and conversation. It will also include collaboration in play-based, inquiry-based stations and centers. Students will learn more than just language, but also about cultures. Exploration into multiple cultures and backgrounds will include studying history, geography, values, traditions, beliefs, and any culturally relevant information. It will be inclusive and students will reflect on how these cultures align to their own perspectives.

District Support through Disciplinary Literacy

In connection with the Dallas Independent School District, the campus includes connections to language through Disciplinary Literacy. Disciplinary literacy is “a shift away from every teacher as a reading teacher to every teacher teaching literacy skills essential to their discipline” (Jetton & Shanahan, 2012). This philosophy aligns to the concept of transdisciplinary teaching and the support of language in all content areas, not just reading and language arts.

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| #1 Disciplinary literacy refers to the specifics of reading, writing, and communicating in a discipline. It focuses on the ways of thinking, the skills, and the tools that are used by experts in the disciplines (Shanahan & Shanahan, 2012). | #2 An exclusive focus on common literacy strategies, without a concurrent emphasis on discipline-specific content and practices, does not produce optimal results in student's learning. (ILA, 2017) |
| #3 It respects the varied ways that students read, reason, write, think, speak, and, most important, participate in specific content areas. Researcher Elizabeth Moje (2010) deepens the definition by arguing that disciplinary learning doesn't just build knowledge but actually produces or constructs it (ASCD, 2017). | #4 "Recognizing disciplinary ways of using language is important because one cannot fully comprehend the texts of a specific discipline— where disciplinary knowledge is produced, stored, transmitted, and evaluated—without having a sense of how the discipline organizes knowledge through language." (Fang, 2012, p. 36) |
| #5 Disciplinary literacy teaches students to move beyond the use of general reading strategies toward the use of specialized reading practices for making sense of the unique texts found within each discipline. Each discipline represents knowledge and the ways of producing and communicating that knowledge differently, resulting in a different approach to reading. (Annenberg Learner) | |

From DISD Teaching and Learning

Parental Involvement

Teachers, staff, and parents are expected to support language skills at home. Teachers communicate this expectation at the beginning of the school year during their Open House presentations and continue to share this expectation with homework assignments, weekly newsletters, and parent conferences. Some examples of language reinforcement at home include reading with their child on a regular basis, discussing their understanding of the day's lessons, assisting with research and inquiry-based projects, revising and editing writing assignments, and encouraging oral communication.

Communication to the families, such as report cards, medical forms, and other legal documents is formally translated and available in multiple languages. District-approved translators are available at all PTA meetings, parent-teacher conferences, and curriculum family nights. The district also provides transition services in seven different languages to serve the families in our community. Staff members assist with translating informal documents like parent newsletters and classroom news. School staff facilitate communication with families to encourage parental involvement and an understanding of all school programs.

Ongoing Review of Language Policy

The Language Policy is a working document, which requires ongoing review and revision based on the needs of the student population at Benjamin Franklin International

Exploratory Academy. The pedagogical leadership team, composed of administrators, the IB coordinator, the reading coach, and teachers will review the Language Policy annually. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA during a given meeting. The final document will be posted on the school's website.

IB MYP Assessment Policy

Benjamin Franklin International Exploratory Academy

2022-2023

What is Assessment According to IB:

"Assessment" can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours.

The IB employs a range of assessment tools, including examination papers intended to be taken at the end of the programme, and a variety of other assessment tasks (essays, research essays, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances) spread over different subjects and completed by candidates at various times under various conditions during their course.

- **Formative & Summative Assessments:**

Assessment can be used for a variety of different purposes. The intended purpose for a given assessment will have a major impact on how it is designed. Traditionally, there have been two broad reasons for doing assessment: formative and summative. For formative assessment, the aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities. Types of assessment such as direct interaction, for example a discussion, between teacher and student are particularly helpful here. Vygotsky (1962) describes the teacher as being seen as a supporter rather than a director of learning and so should make use of assessment tasks and instruments that help the student work in what he refers to as the "zone of proximal development". This is the range of achievement between what the student can do on their own, and what the student can do with the support of the teacher. This concept of the notion of "scaffolding" was formed by Wood et al (1976), where the teacher provides the scaffold for the construction of learning but only the student can do the constructing. The intention of the teacher must be to set formative assessments that are at just the right level of challenge for the student, and to keep adjusting that level as the student progresses. In contrast, summative assessment focuses on measuring what the candidate can do, typically to demonstrate the

completion of a training programme and/or readiness to progress to the next stage of education. While formative assessment is interested in why a student does something, summative assessment wants to know whether they did the correct thing. While this may seem less useful than the why question, consider the different purpose of summative assessment, which is to make a judgment about the candidate, not to inform future teaching. Formative assessment has the most direct link to the way students learn, and is sometimes called assessment for learning while summative assessment is sometimes referred to as assessment of learning. This underestimates the major impact of summative assessment on what is actually learned in the classroom. All assessments should support appropriate learning. Summative assessment is not just an activity conducted after learning has taken place, but should be designed to have an integrated role in teaching and learning.

Requirements

- A. Subject groups must address all strands of all four objectives at least twice in each year of the MYP.
 - a. Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do.
- B. Students should complete a project (assessment) once per every grading period, for a minimal total of two projects per semester.
- C. Performance task assessments should be accompanied by a rubric, see IB Subject Guides.

Campus Policy:

As a Dallas ISD public middle school, Benjamin Franklin International Exploratory Academy will firstly be following the assessment guidelines and requirements of the national, state, and district governing bodies. The national test that will be given is the PSAT to 8th graders, in the fall. State testing includes the State of Texas Assessment of Academic Readiness or STAAR, administered in May, and the Texas Assessment of English Language Proficiency or TELPAS, a requirement for all emergent bilingual students, in February. District tests include Common Assessments, ACPs, and NWEA MAP Growth Assessments.

However, as an IB MYP campus, Franklin will also implement the IB assessment requirements, per the IB Programme and Practice Guide and specific Subject Guides. As such, students will be required to complete a multimodal assessment (non-multiple choice), at least once per each 9 week grading period, and teachers will be required to use an IB rubric (found in the Subject Guides) to grade and give feed-back on these assessments. Additionally, to align with state testing, societal realities, and real-world application, students will complete the majority of their assessments through digital means. See the below list(s) of assessments that will be given over the course of a school year at Benjamin Franklin.

- **National:**
 - a. PSAT- October
- **State:**
 - a. STAAR- May
 - i. 6th grade: Reading and Math
 - ii. 7th grade: Reading and Math
 - iii. 8th grade: Reading, Math, Social Studies, and Science
 - b. TELPAS- February-April
 - i. All emergent bilingual students: Reading, Listening & Speaking, and Writing
- **District:**
 - a. MAP BOY, MOY, and EOY- September, January, and May
 - i. ELAR, Math, and 8th grade Science
 - b. Common Assessment #1- October
 - c. ACP Fall- December
 - d. Common Assessment #2- March
 - e. ACP Spring- May
- **Network:**
 - a. Power DOLs- Every 6 weeks
- **Campus:**
 - a. IB Multimodal (non-multiple choice) Assessments- once per 9 week period