STANDARD 9
SELF-RATING: 4

Learners demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.

Performance-Based Assessments at Pinecrest North Preparatory

At Pinecrest North Preparatory, we believe that learning should be meaningful, engaging, and reflective of real-world application. To achieve this, we incorporate performance-based assessments from third through tenth grade as a key component of our instructional approach, allowing students to demonstrate their understanding in dynamic and creative ways. These assessments extend beyond traditional testing, challenging students to think critically, apply knowledge, and showcase their learning through hands-on and project-based experiences.

At Pinecrest North Preparatory, we understand that students learn and express themselves in different ways. Teachers provide students with a variety of assessment options, including:

- Drawings, posters, and visual models
- Oral presentations and demonstrations
- Multimedia projects, including digital slideshows, videos, and magazine ads
- Exhibitions and performances

By allowing students to choose how they demonstrate their learning, they are more likely to engage deeply with the content and master the standard at hand. These assessments are not limited to STEM subjects but are incorporated across all content areas, ensuring a well-rounded educational experience that integrates multiple disciplines.

To elevate performance-based assessments, Pinecrest North Preparatory provides equal access to technology across all grade levels. Digital tools allow students to create, present, and refine their work, while also enhancing their technical skills. Additionally, students are encouraged to present their projects to peers, fostering collaboration and the ability to articulate their ideas effectively.

Examples of Performance-Based Assessments Across Grade Levels

- **3rd Grade – Plant Lifecycle: Students created a poster or short book illustrating the life cycle of a plant, using knowledge from their science lessons to demonstrate their understanding of growth and development.**
- **7th Grade – Pollution Ad: As a conclusion to their renewable and nonrenewable resources unit, students designed magazine ads that identified pollution-related problems and proposed creative solutions. This format allowed them to communicate their ideas visually while applying problem-solving skills.**
- **9th Grade – The Raven: Students performed their poetry projects, inspired by Edgar Allan Poe's The Raven, to assess eye contact, posture, clarity, and preparedness during a performance-based assessment. Their essays served as the foundation for their performances, blending literary analysis with public speaking skills.**

Performance-based assessments have become an integral part of our academic culture. Our staff collaborates across disciplines to ensure that these assessments provide students with meaningful learning experiences that integrate STEM principles, literacy, and critical thinking.

To measure the effectiveness of performance-based assessments and STEM initiatives, our school collects and analyzes longitudinal student performance data related to STEM achievement and participation. By reviewing student progress over time, we can:

- **Identify trends in student achievement and mastery of STEM concepts.**
- **Assess growth in student participation in STEM-related performance-based activities and competitions.**
- **Use data to enhance instructional strategies and further refine assessment methods.**

By continuing to refine and expand these assessment methods, we are empowering students to take ownership of their learning, develop essential skills, and prepare for success in future academic and career endeavors. Through continuous data analysis and stakeholder engagement, Pinecrest North Preparatory remains dedicated to ensuring that every student has the opportunity to excel through innovative and meaningful learning experiences.

Longitude Data
K-8

Schedule	
August	• Trainings and prior year's data analysis (Data chats)
September	• Baseline assessments administered • Data collection – action plans created • Data chats with teachers
October	• Fidelity to curriculum checks through classroom observations
November	• Benchmark assessments administered • Data chats with teachers • Interventions organized and implemented
December	• Fidelity to curriculum checks through classroom observations
January	• Benchmark assessments administered • Data collection – action plans created • Data chats with teachers • Interventions organized and implemented
February	• Crunch time calendar introduced and implemented
March	• Crunch time and curriculum implemented with fidelity
April-May	• Assessment

Follow Up Dates and Persons Responsible	
Quarterly	Principal, Administrative Team* and Dept. Chairs
August – April	Support from Grade Level Chairs and Curriculum Coach

Click Here for more Data!

School Needs Assessment and Data Analysis:

School Grade Components	2021-22			2022-23			2023-24		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76	58	52	78	52	50	82	62	53
ELA Learning Gains	65	60	NA	NA	NA	NA	63	61	58
ELA Low25 Learning Gains	51	48	NA	NA	NA	NA	66	56	54
Math Achievement	76	56	55	86	59	56	91	64	58
Math Learning Gains	75	65	NA	NA	NA	NA	78	62	59
Math Low25 Learning Gains	63	59	NA	NA	NA	NA	78	60	54
Science Achievement	71	53	52	69	55	54	72	61	66
Social Studies Achievement	92	72	NA	90	72	NA	88	75	70
Middle School Acceleration	51	76	NA	48	75	NA	49	75	NA
Percentage Points Earned	69	64	NA	74	69	NA	76	67	NA
School Grade/School Stars	A	A	NA	A	A	NA	A	A	A

Longitude Data
High School

School Needs Assessment and Data Analysis:

School Grade Components	2021-22			2022-23			2023-24		
	School	District	State	School	District	State	School	District	State
ELA Achievement	NA	NA	NA	NA	NA	NA	80	62	53
ELA Learning Gains	NA	NA	NA	NA	NA	NA	73	61	58
ELA Low25 Learning Gains	NA	NA	NA	NA	NA	NA	77	56	54
Math Achievement	NA	NA	NA	NA	NA	NA	91	64	58
Math Learning Gains	NA	NA	NA	NA	NA	NA	47	62	59
Math Low25 Learning Gains	NA	NA	NA	NA	NA	NA	67	60	54
Science Achievement	NA	NA	NA	NA	NA	NA	76	61	66
Social Studies Achievement	NA	NA	NA	NA	NA	NA	88	75	70
Middle School Acceleration	NA	NA	NA	NA	NA	NA	NA	NA	NA
Percentage Points Earned	NA	NA	NA	NA	NA	NA	76	67	NA
School Grade/School Stars	NA	NA	NA	NA	NA	NA	A	A	NA

Click Here for more Data!

School Needs Assessment and Data Analysis:

School Grade Components	2021-22			2022-23			2023-24		
	School	District	State	School	District	State	School	District	State
ELA Achievement	NA	NA	NA	NA	NA	NA	80	62	53
ELA Learning Gains	NA	NA	NA	NA	NA	NA	73	61	58
ELA Low25 Learning Gains	NA	NA	NA	NA	NA	NA	77	56	54
Math Achievement	NA	NA	NA	NA	NA	NA	91	64	58
Math Learning Gains	NA	NA	NA	NA	NA	NA	47	62	59
Math Low25 Learning Gains	NA	NA	NA	NA	NA	NA	67	60	54
Science Achievement	NA	NA	NA	NA	NA	NA	76	61	66
Social Studies Achievement	NA	NA	NA	NA	NA	NA	88	75	70
Middle School Acceleration	NA	NA	NA	NA	NA	NA	NA	NA	NA
Percentage Points Earned	NA	NA	NA	NA	NA	NA	76	67	NA
School Grade/School Stars	NA	NA	NA	NA	NA	NA	A	A	NA

Goal Setting:
Student Community Hours

PINECREST NORTH PREP

HIGH SCHOOL VOLUNTEER HOURS

Student Acknowledgement Form

As part of our commitment to community service, all students are required to complete volunteer hours as outlined below:

9th Grade: 25 hours **must** be completed by *June 1st, 2025.*

10th Grade: 35 hours **must** be completed by *January 6th, 2025.*

Please note: 10th graders who do not complete their required 35 hours by the deadline will ***not be eligible*** to participate in Homecoming week activities.

By signing this form, you acknowledge that you are aware of the volunteer hour requirements and deadlines.

Student Name _____ Grade/Homeroom _____

Student Signature _____ Date Signed _____

Name of Parent and/or Guardian: _____

Parent Phone Number: _____

Parent E-mail: _____

Parent Signature: _____

PINECREST NORTH PREP

Student's Last Name:_____ **Student's First Name**:_____ **ID#**:_____

9th Grade: 25 hours (minimum) of community service must be completed and documented by June 1st of your freshman year. This allows you to earn hours during the school year and be able to participate in upcoming school activities the following year. If community service hours are NOT uploaded to MobileServe by June 1st, the student will not be allowed to participate in any of the Sophomore activities the following year.

10th Grade: 50 cumulative hours (minimum) of community service must be completed and documented by June 1st of sophomore year. If community service hours are NOT uploaded to MobileServe by June 1st, the student will not be allowed to participate in any of the Junior activities the following year. Hours MUST be uploaded and approved by the CAP Counselor.

11th Grade: 75 cumulative hours (minimum) of community service must be completed and documented by June 1st of junior year. If community service hours are NOT uploaded to MobileServe by June 1st, the student will not be allowed to participate in any of the senior activities the following year. Hours MUST be uploaded and approved by the CAP Counselor.

12th Grade: 100 cumulative hours (minimum) of community service must be completed and documented by the end of May of senior year. All hours MUST be completed to graduate and participate in all graduation activities.

* It is the STUDENT'S responsibility to collect, copy and keep all records submitted each year. You are to give the original copies to your CAP Counselor.

* I am aware that I must volunteer at a non-profit agency to earn community service hours

* I am aware that I must donate my time, NOT items, goods or money, in order to earn my hours.

* I am aware that I must have **100 hours or more** submitted to qualify for the highest-level of the Bright Futures Award.

I have read and understand the Community Service Requirements:

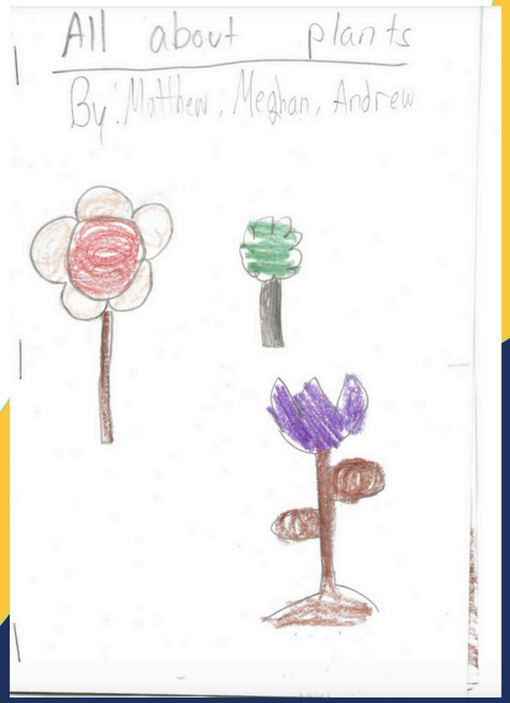
Student Signature: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

8925 Fontainebleau Blvd., Miami FL 33172
(305) 456-5071 • info@pinecrestnorth.com
www.pinecrestnorthprep.com

Goal Setting:
Student Community Hours

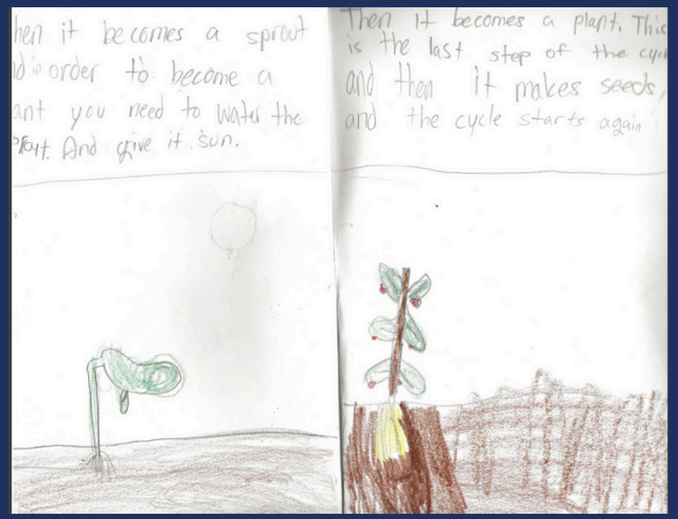
3rd Grade Science Plant Life Cycle

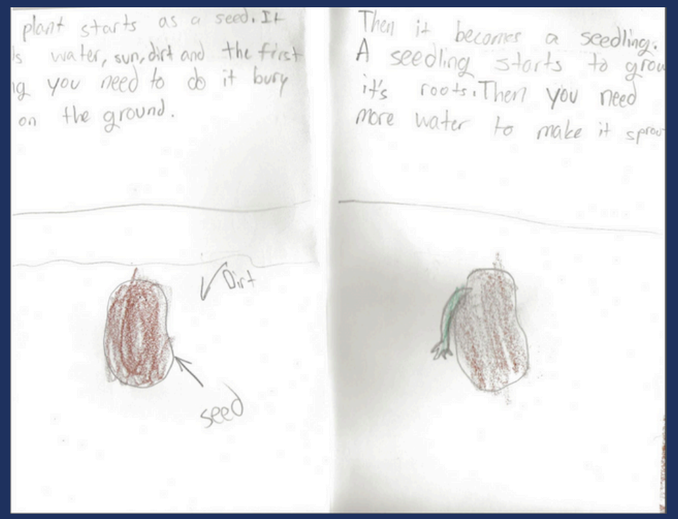


"Life Cycle of Plants" Performance Based Assessment

How You Will Be Graded – Rubric

Category	Below Expectations - 1	Meets Expectations - 2	Beyond Expectations - 3	Grade
Short Book	The book is missing one or two of the following components: cover page, parts of the cycle, illustrations and short descriptions.	The book contains at least 5 pages that include a cover page with a title and illustration, authors' names, one page for each cycle with an illustration (picture) and a short description (1 sentence).	The book contains 5 pages (or more) which include: a cover page with a title, illustration and authors' names, and one page for each cycle with an illustration and a short description (1 to 2 sentences).	
Poster	The poster includes a title but is missing descriptions and illustrations per cycle.	The poster includes: a title, colored illustrations, and each cycle has a short description (at least 1 sentence) and a picture.	The poster includes a catchy title, illustrations for all the cycles along with a description (1 to 2 sentences).	





3rd Grade Science
Plant Life Cycle (Continued)

"Life Cycle of Plants" Performance Based Assessment

In science class, we are learning about the life cycle of plants. You will have a chance to show the class what you have learned about the life cycle of plants by working in groups and completing one of the two options below.

Option 1

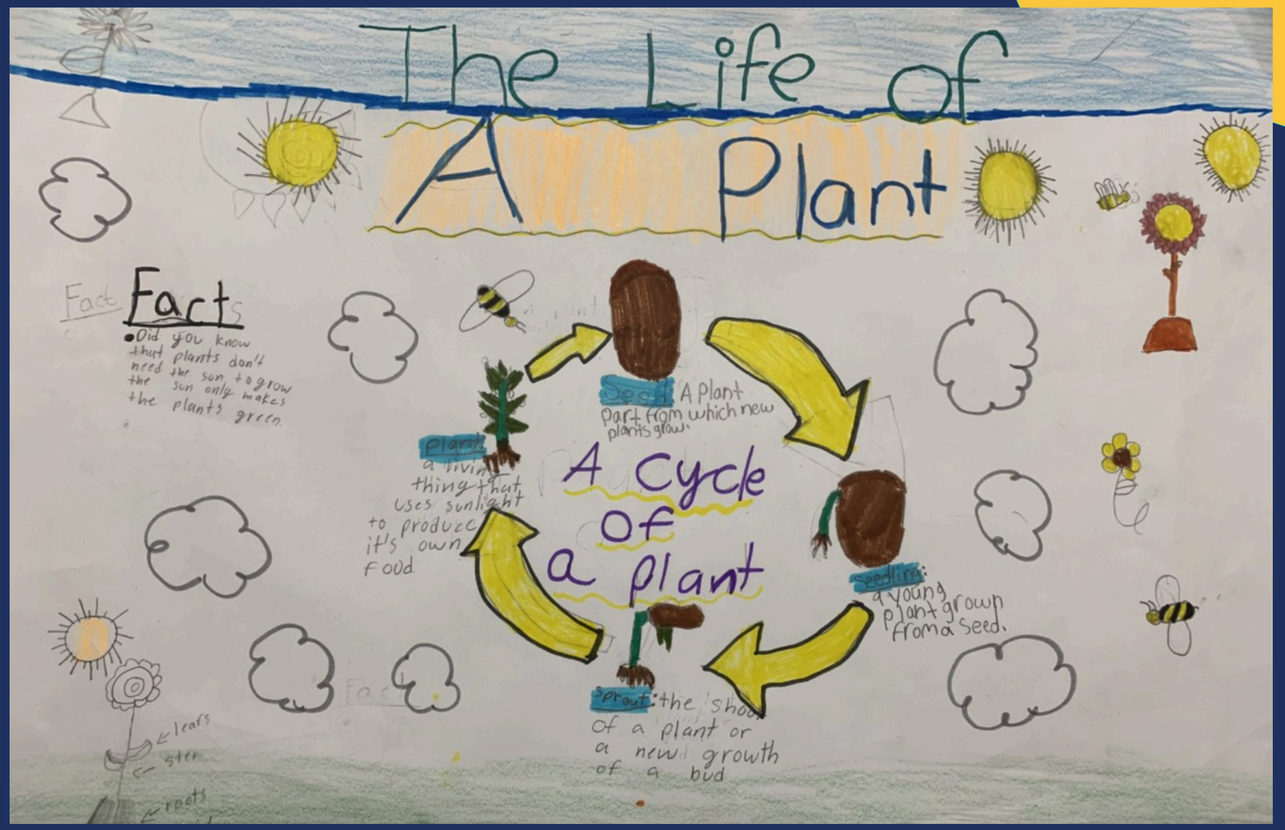
SHORT BOOK

- You will work with your group and create a short book with pictures and short descriptions about the life cycle of a plant.
- The book will be at least 5 pages and include:
  - A cover page with a title, illustration and names of the authors
  - One page for each cycle with an illustration (picture) and a short description (1 to 2 sentences)
  - Your teacher will give your group the paper materials you will need to create the short book
- Your group will have 30 minutes to complete this project.

Option 2

POSTER

- You will work with your group and create a poster that shows the life cycle of a plant.
- The poster will include:
  - A creative title
  - A drawing of each cycle of a plant's life
  - All drawings need to be colored
  - Each cycle picture will need a heading description (1 or 2 sentences)
  - Your teacher will give your group the poster size paper
- Your group will have 30 minutes to complete this project.



7th Grade Pollution Advertisment

6th Grade Science: Energy Transformation	
Monday	**Objective: identify situations where potential and kinetic energies are transformed. Understand Law of Conservation of Energy.**
	SC.6.P.11.1, SC. 6. N.1.1
	LA: CHL8, CB8, CFP40, CFP52,CFST1, CFST2,CFS3. **KA**: CPE14, C5,CMET2,CFST2, CPE12,CPE2. **SC**: CB8,CFS11, CFST2, CFP40, CPE10, CPE11
	Activity: Students complete an assignment where they will find a way to present to their audience a way in which pollution can be decreased and prevented. Students may write and perform a song, write a poem, write and perform a play, or write an ad for a magazine or science journal. **Soft skill: Communication/ Performance based Assessment**
	Technology: internet research, Microsoft Office
	TO QA SOR SWR SAR G
Tuesday	**Objective: identify situations where potential and kinetic energies are transformed. Understand Law of Conservation of Energy.**
	SC.6.P.11.1, SC. 6. N.1.1
	LA: CHL8, CB8, CFP40, CFP52,CFST1, CFST2,CFS3. **KA**: CPE14, C5,CMET2,CFST2, CPE12,CPE2. **SC**: CB8,CFS11, CFST2, CFP40, CPE10, CPE11
	Activity: Students complete an assignment where they will find a way to present to their audience a way in which pollution can be decreased and prevented. Students may write and perform a song, write a poem, write and perform a play, or write an ad for a magazine or science journal. Present projects, discuss Communication rubric independently. **Soft skill: Communication/ Performance based Assessment**
	Technology: internet research, Microsoft Office
	TO QA SOR SWR SAR G

DO YOU DRIVE A CAR TO WORK? DO YOU KNOW THAT CARS CAUSE 38% OF AIR POLLUTION?

- Def. Exp Sol

Air pollution is a big problem in society. Air pollution is slowly harming earth, by using bikes instead cars, air pollution can be slowly prevented. Doing this can help earth A LOT, your basically helping earth not DIE because if air pollution keeps going on, earth may soon die out.

CALL 1-800 STOP POLLUTION TO GET A BIKE FOR FREE INSTEAD OF HARMING EARTH WITH CARS!!!!!!!!!!

HELP EARTH STAY LIKE THIS!!

AND NOT MAKE IT LIKE THIS!!

Student Art Performances

Biology - Ms. Avila

STEM Design Process

Goal: *Begin with the END in MIND*

Students will complete a Research project through which they will investigate different mutations.

Ask: *What is the problem?*

Can mutations be harmful or beneficial to humans?

Imagine: *Brainstorm*

Research different mutations and chose 1 to investigate.

Create: *Select a Promising Solution*

Desice on one of six ways to present the information to their class mates.

Plan: *Plan in Action*

Complete the assignment using the Instructions and the rubric provided as well as various forms of technology.

Improve: *Redesign as Needed*

They may have to change their chosen way of presenting their findings.

Communicate: *Share your findings*

Students will present their final product to the class.

Genetic MUTATIONS
RESEARCH PROJECT

During this project, you will be researching a genetic mutation of your choice. You will learn about the genes affected, how common or rare the mutation is, who the mutation affects, identifying characteristics of people with the mutation, when it was discovered, and more!

YOUR FINISHED PROJECT MUST INCLUDE THE FOLLOWING INFORMATION:

- **Name.** What is the name of the genetic mutation? It may have more than one name.
- **Picture(s).** Include at least one picture or diagram that helps explain the mutation.
- **Identifying Characteristics.** How could you tell if a person has this mutation? Are there specific physical features or genetic markers? How does it affect a person's health or daily life? Is the mutation beneficial, harmful, or neutral?
- **Genes.** What gene(s) does the mutation affect?
- **Prevalence.** How common or rare is the mutation?
- **Who is affected?** Who does this mutation affect? Is it more common among men, women, people of a specific racial background, or people in a certain geographic area?
- **Discovery.** When was this mutation first discovered? Who discovered it?

CHILDREN'S BOOK Write and illustrate a children's book that tells about the mutation and how it would affect a person.	**LESSON PLAN** Prepare a lesson plan to teach younger students about the mutation. Include an interactive portion.	**VIDEO** Create a video or series of videos about the mutation. Include plenty of visuals.
TOP 10 LIST Create a top ten list of things you need to know about the mutation. Format the list as a poster, website, or video. Explain each item.	**BIOGRAPHY** Learn about an individual who has this mutation. Tell their life story through a podcast or comic book.	**BROCHURE** Create a brochure, such as one you might see at a doctor's office, about the mutation.

GENETIC MUTATIONS RUBRIC

Name _____
Date _____ Pd. _____

INFORMATION 25 POINTS POSSIBLE

The finished project includes the following information:

The name of the mutation.	0 1 2
At least one picture or diagram that helps explain the mutation.	0 1 2 3
Identifying characteristics, including physical features, genetic markers, effects on health and daily life, and your assessment of whether the mutation is beneficial, harmful, or neutral to a person's health.	0 2 4 6 8 10
The gene or genes that are affected by this mutation. If this information has not yet been determined, include a statement to that effect.	0 1 2
The prevalence of the mutation (how common or rare it is).	0 1 2 3
Populations affected by the mutation.	0 1 2 3
The discovery year and who discovered the mutation.	0 1 2

POINTS EARNED: _____ /25

ORIGINALITY 5 POINTS POSSIBLE

The information is written in your own words and does not have text copied from another source.	0 1 2 3 4 5

POINTS EARNED: _____ /5

UNDERSTANDING 10 POINTS POSSIBLE

The project shows a strong understanding of the genetic mutation.	0 1 2 3 4 5
The information contained in the project is factually accurate.	0 1 2 3 4 5

POINTS EARNED: _____ /10

LANGUAGE 5 POINTS POSSIBLE

The project uses respectful language when describing the mutation, avoiding words like *weird*, *gross*, etc.	0 1 2 3 4 5

POINTS EARNED: _____ /5

QUALITY 5 POINTS POSSIBLE

The finished project is neat in appearance and shows a strong effort.	0 1 2 3 4 5

POINTS EARNED: _____ /5

TOTAL POINTS EARNED: _____ /50

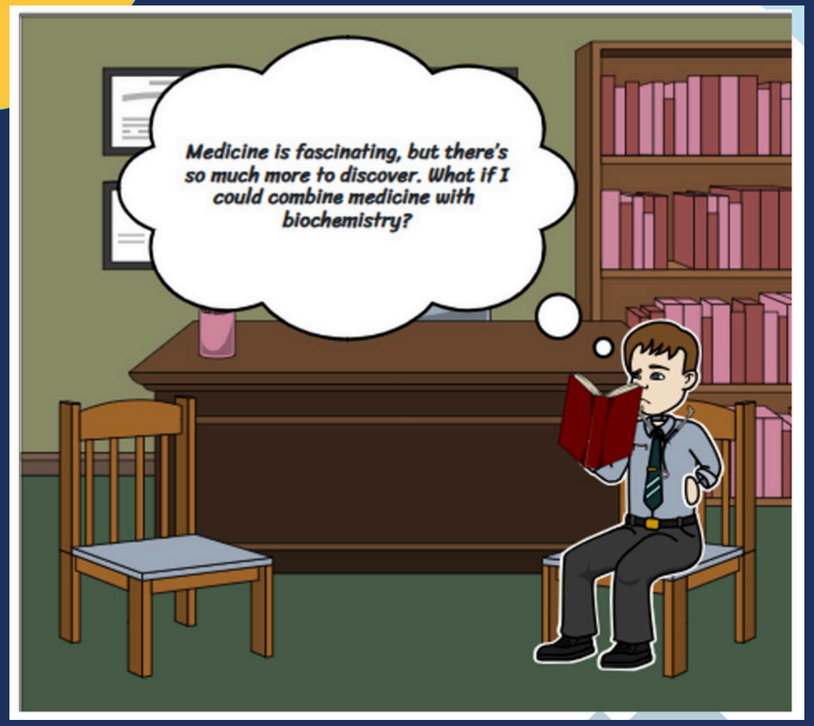
COMMENTS _____

Biology - Ms. Avila
Student Work

Cat Eye Syndrome

- This syndrome is not only called Cat Eye Syndrome (CES), in fact, it is also called Schmid-Fraccaro Syndrome.
- This syndrome was fully discovered in the year 1965 but was described in 1879 as a syndrome of anal atresia combined with coloboma.
- The scientists that discovered this syndrome were Getrud Schachenmann, Werner Schmid, and Marco Fraccaro.
- The affected gene that cause the Cat Eye Syndrome is chromosome 22 because the genetic information is duplicated three or four times instead of 2.
- This syndrome is a rare mutation that affects 1 in 50,000 people to 1 in 150,000 people.
- The Cat Eye Syndrome is not more probable in a specific gender, race or geographic area. It is just as common in males as it is to females.
- The physical features of people that have this syndrome are a visible notch in iris, preauricular skin tags or pits near earlobe, down slanting palpebral fissures, and sometimes mild facial dysmorphism.
- This mutation can affect a person's health by providing vision problems and hearing difficulties. Ocassionally, affected people can have potential heart defects, kidney issues, and skeletal anormalies.
- However, the Cat Eye Syndrome does not significantly reduce the life expectancy of the person unless they develop severe complications. Nevertheless, they can be assisted by proper care.
- Overall, this mutation is harmful in terms of effects on a person's health but not as much as other syndromes.

Biology - Ms. Avila
Student Work



Biology - Ms. Avila

Name: _____ Date: _____ Per: _____

CARBON CYCLE- COMIC STRIP

ASSIGNMENT: Based on what you have learned about the carbon cycle, create a comic strip story that demonstrates your understanding of the concept.

THE CARBON CYCLE - HOW CARBON GETS AROUND

Carbon is an abundant element which is essential to life on Earth. The movement of carbon between the atmosphere, land, and oceans is called the **carbon cycle**.

MOVEMENT: ATMOSPHERE → PLANTS
- In the atmosphere, carbon exists in the form of carbon dioxide gas (CO_2).
- Carbon is removed from the atmosphere through a process called photosynthesis and used to help make food for plants.

MOVEMENT: PLANTS → ANIMALS
- Carbon moves from plants to animals through the food chain. For example, herbivores eat the plants, carnivores eat herbivores, etc.

MOVEMENT: ANIMALS → ATMOSPHERE
- Animals also release CO_2 into the atmosphere through respiration. Animals take in oxygen and release CO_2 when they respire (exhale).

MOVEMENT: PLANTS & ANIMALS → GROUND
- Carbon moves from plants and animals into the ground through animal droppings or when they die. Sometimes, the dead are buried under the ground and are subjected to high pressures. Over millions of years, they can turn into fossil fuels.

MOVEMENT: GROUND→ ATMOSPHERE
- When humans burn fossil fuels to power electricity plants and factories, heat our homes, run our vehicles, etc., most of the carbon enters the atmosphere as carbon dioxide gas.

MOVEMENT: ATMOSPHERE→ OCEANS
- The oceans, and other bodies of water, soak up carbon from the atmosphere.

COMIC EXPECTATIONS

- ❑ Your comic should explain how carbon moves around during the carbon cycle.
- ❑ Each panel should represent one step of the carbon cycle and include a caption that tells the reader what step you are on. For example, your first caption could be "Moving from the atmosphere to plants," or any fun comic-style title of your choice that fits the description.
- ❑ Your last panel should explain how humans are impacting the carbon cycle.
- ❑ Your comic must contain illustrated scenes and dialogue, within comic bubbles, that match each panel.
- ❑ Sorry, NO stick figures allowed!
- ❑ Proper spelling should be used and all wording should be legible (easy to read).
- ❑ Your comic should be neat and colorful.
- ❑ Be creative! Tell your story in a fun comic-style fashion. You should create a comic character to match your story. For example, you could take the role of a carbon atom, a scientist, a superhero, or any other fun character that you can link to your storyline.

DUE DATE: _____