

Assessment Policy

Assessment Policy Statement

At Marymount, assessment is an ongoing process that is integral to learning and teaching and is part of the continuous cycle of curriculum planning, implementation, and review. It is a method of gathering information, both formally and informally, which permits teachers to measure student progress against established benchmarks, reflect on their own teaching methodologies and discover what students know and understand, what they have learned, and what they are able to do.

All learners will be expected to demonstrate that they are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, spiritual, and peacemakers.

The results of assessments are recorded by individual teachers, and communicated to parents via both formal and informal reporting and conferencing throughout the school year. Follow-up conferences allow students, parents and teachers to collaborate in establishing new goals and guidelines for the growth and realization of each child's potential. Effective assessment is positive and constructive and supports student learning and teaching.

Professional development supports the School's Assessment Policy and practice.

We strongly believe that technology should support assessment and the move towards computerized on-screen examinations will not change our principles; but it may open up new possibilities in turning these principles into practices. More details on this can be found in the chapter on Assessment using technology.

Why do we assess?

Assessment takes place to support the development of students who are capable, honest, and principled, and who are prepared both academically and spiritually to be lifelong learners and leaders of tomorrow.

Assessment is used by stakeholders including teachers, students, parents and administrators to:

- diagnose starting points and guide subsequent learning and teaching
- monitor and provide a continuous record of learning
- identify and address different levels of learning
- encourage reflective learning by evaluating own learning and motivating success
- celebrate achievement or identify the need for intervention and support
- facilitate progression through grade levels and onto tertiary education
- verify whether learning outcomes meet curricular goals
- review teaching strategies and where necessary adjust them accordingly

- provide valid information regarding progress and performance plan and review the curriculum.

What is assessed?

- Student learning and development through the assessment of:
 - **Conceptual** knowledge and understanding
 - Process skills
 - Ability to apply, and reflect on, what is known and understood
- Achievement of established learning outcomes
- Pace of learning
- Curriculum and programs, including materials and textbooks
- Effectiveness of teaching methodologies

How do we assess at MMI?

To ensure assessment tools enhance the learning process and student development, a balanced variety of assessment techniques are used. Specific assessments, by grade level and subject, can be found on individual course curriculum maps and documents.

Characteristics of assessment at Marymount include each of the following:

- Both **formative, also known as assessment for learning** (measuring progress in a given area over time) and **summative, also known as assessment of learning** (measuring performance in a given area at a certain time) assessments are used.
- **Diagnostic** and evaluative assessment may take place at the beginning and end of a course of study; when students enter the school; and to identify individual learning needs.
- Different learning styles are accommodated and a personalized approach matches student needs, interests and aspirations to provide a positive and successful learning experience. **Differentiation** helps to meet diverse linguistic, cultural, and learning needs of students while at the same time maintaining consistent standards. **Please refer to our Inclusion Policy**
- Methods are both **formal** and **informal**, using grades, scores, anecdotal comments (written and verbal), and student reflection as a means of providing feedback.
- Assessment procedures are **criterion based**. Expected learner outcomes and grading standards are clearly **communicated** to students and parents.
- **Authentic** assessment takes place in order to demonstrate meaningful, effective and creative application of essential knowledge and skills. Students are also provided opportunities to have a voice in assessment and understand their own strengths and

limitations through the use of **self-assessment**.

- Teachers and school leaders collaborate to ensure consistency of standards across grade levels and departments. They also consult student records in order to facilitate transitions between schools (EC, ES, MS, HS), classes and grade levels.
- **Standardized** testing is conducted to measure progress against established norms and is used to inform instruction, programs, and curriculum.

Communication and Analysis of Assessment Data

Assessment expectations, processes and criteria are communicated to students at the start of a unit of work or specific assessment task.

Grade level and subject area teams work together to determine internal and external common assessments and discuss areas of strength and areas for improvement in instructional practices to enhance the results of student learning.

The results of student assessment inform instructional practice and provide specific and timely feedback for students. Results data from standardized tests, such as MAP tests, PSATs, **SATs, PSAT and PSAT 8/9**, and final IB results are collected and analyzed for trends in student achievement. Assessment data is also analyzed by the school's administration as part of its ongoing commitment to student learning and academic excellence.

Data is collected regarding graduate student university acceptances and entrances.

In order to understand excellence, students should be aware of what constitutes high achievement through teachers sharing rubrics and assessment criteria.

Which are the Principles of assessment at Marymount?

At Marymount the underlying principles of the IB assessment are embedded in the School Assessment Policy:

1. Assessment of learning should reflect student achievement after learning, and will not always reflect effort or understanding after the assessment
2. Assessment is continuous throughout the year to guide students in their learning.
3. Students should be encouraged to be responsible for their own learning through self-reflection and peer assessment.
4. Assessment should be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
5. Assessment should have a positive backwash effect, that is, their design must encourage good quality teaching and learning in line with the [Quality Teaching and Learning Statement](#)

6. Assessment should be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
7. Assessment should be part of the context of a wider IB programme, not considered in isolation. In line with the IB assessment documents, assessment at Marymount extensively supports concurrency of learning and the overall learning experience. Assessment should support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

Summative assessment

Summative assessment “judges the level of student understanding at the end of learning.” Will require students to apply their learning to a new context. (IBO Assessment principles and practices—Quality assessments in a digital age, 2018)

Formative assessment

Formative Assessment “allows teachers to monitor students’ progress towards meeting IB standards. » Gives feedback to students as they are learning” Allows students and teachers to identify students’ strengths and weaknesses. » Shows students how they can improve. (IBO Assessment principles and practices—Quality assessments in a digital age, 2018)

Predictive assessment

Predictive is an evaluation of students' learning progress and whether they are on track to performing well on future assessments.

IBDP Teachers are requested to submit a predicted grade for students in their subject for upload to IBIS for the examination session for which students are registered, based on documented evidence of current student performance in each of the components of the course.

Assessment in Marymount’s IB Diploma Programme

Assessment at Marymount in the DP is mostly criterion-related. This type of assessment “judges students’ work in relation to identified levels of attainment, rather than in relation to the work of other students.”

In Grade 11 and 12, assessment often models the formal assessment officially set by the IBO. DP official Internal and External Assessment is undertaken by all Diploma Programme teachers according to the IB DP Handbook of Procedures.

Some assessments in the IB Diploma are external, such as the official IB exams and are graded externally by IB examiners.

Other assessments are internal, graded by the class teacher, and sent to IB examiners for moderation.

Teacher expectations and assessment

Teachers should:

- Show sympathy with cultural perspectives other than the student's own is expected in the assessment requirements of a number of subjects
- Communicate with the IB coordinator, Pastoral Advisors and if needed with parents regularly and immediately in case of concern.
- Provide students with samples of graded work, which may have been produced by Marymount students or taken from the official "Teachers support material" from the DP resources.
- Share assessment criteria and rubrics for each IB subject in advance so as to ensure that students become familiar with the expectations of the Diploma Programme. Rubrics are posted on teachers' websites.
- Use a mark scheme or rubric which shows the student what constitutes a successful piece of work.
- Return work in a timely fashion with constructive feedback and publish grades in Powerschool.
- Collaborate with colleagues to ensure that a balance of assessment tasks is given to students.
- Post deadlines for assignments on PowerSchool and ManageBac.
- Use a variety of assessment tools
- Notify all parents at mid-quarter checkpoint of students with grades of 3 or below.

Student expectations and assessment

Students should:

- Be responsible for checking all homework tasks & deadlines.
- Use the mark schemes or rubrics provided by teachers to achieve their best work and to reflect on their learning.
- Submit work on time.

- Correct mistakes when work is returned to them.
- Honor academic integrity at all times, and understand the consequences if they do not. (refer to the Marymount Academic Honesty Policy).

School Administration expectations and Assessment

The School should:

- Produce examination/test timetables with enough notice for students and teachers to formulate a revision program.
- Keep records of achievement.
- Publish IB subject guides, IB assessment criteria, and exam schedule through the Parent Portal on the school website, and on ManageBac.

PARENT EXPECTATIONS AND ASSESSMENT:

- Support student adherence to set deadlines for work.
- Help motivate their child(ren.)
- Help create an environment that is to the benefit of their child.
- Follow student's progress on PowerSchool and contact the teacher with any concerns wherever possible.

All the above expectations exist to ensure that all students reach their full potential.

Follow the IBO, Guidelines for developing a school assessment policy in the Diploma Programme, 2010

Procedures for internal moderation of students work

In order to make consistent and reliable decisions regarding students' assessment, teachers collaborate in developing the course, designing the assessment and, when more than one teacher is involved in teaching the same subject, conducting internal moderation, particularly for the Internal and External Assessment sent to IBO examiners.

All IB teachers are responsible for respecting IB deadlines and for setting internal timelines for students that take into consideration the following: »

- Respecting students' workload and avoiding overstressing the candidates »
- Providing timely feedback to candidates on written work »

- ❑ Allowing teachers time to check for authenticity before submitting candidates' work to the examiners »
- ❑ Giving teachers time for internal moderation

At Marymount, all Secondary school students Grades 6-12 must take two formal written examination sessions each year: Semester exams which take place in December, and the Final exam which takes place in June.

Seniors take their IB mock exams in January prior to their official IB exams which occur during the month of May.

Reporting to Parents

Marymount uses PowerSchool, a password protected web-based student information system, to track academic progress. One of the benefits of this program is that it allows the parent or guardian to easily track the student's academic progress. Parents of Secondary School students can access their child's grades at all times on PowerSchool and are encouraged to do so at regular intervals.

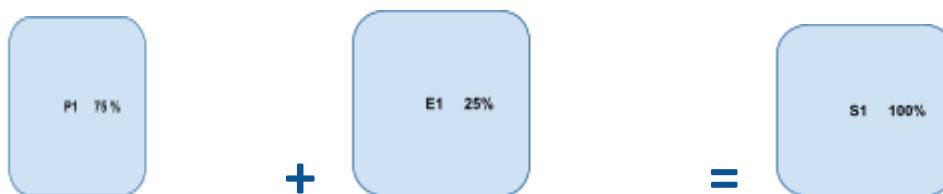
Reporting on Student Progress

Marymount officially reports on students' progress at the end October through parent teacher conferences, and in January and June through written report cards. Additionally, IBDP Students receive an IB Status Report twice a year. If necessary, more regular meetings are held between the teacher and parents.

EXAMINATIONS SESSIONS ASSESSMENT POLICY AND PROCEDURES

How is a student's semester grade calculated?

S1: Coursework in P1 75% + Examination E1 25 % = 100%



Absences and Assessment

One of the ways students live Marymount values is by honoring deadlines. Should a student miss a deadline, or be absent from school without parental justification, there will be a consequence. An excused absence is defined on the Parent Student Handbook.



Students who do not have an excused absence will receive a zero/F for all work that was due on that day, including both formative and summative assignments.

An unexcused absence is defined as any absence without justification given by parent/guardian on the morning of the absence. In such cases, students are encouraged to complete the tasks and submit them.

Students who have an excused absence must complete late work in proportion to the number of days they missed. Therefore, if a student is absent for one day, s/he must make up the assignment in one day, or at teacher discretion.

Marymount examination sessions, academic grading scale, and grade boundaries

Official semester marks (January, June) are recorded on the student’s official transcript and are used to compute the student’s cumulative grade point average.

The grading scale for marking and transcripts is as follows in Secondary School

GRADING SYSTEM

CLASS GRADING, REPORT CARDS, TRANSCRIPTS		REPORT CARDS AND TRANSCRIPTS ONLY	
Letter grade	Percentile	Regular classes	Honors classes (IB)
A	95-100	4.0	4.7
A-	90-94	3.7	4.4
B+	87-89	3.3	4.0
B	84-86	3.0	3.7
B-	80-83	2.7	3.4
C+	77-79	2.3	3.0
C	74-76	2.0	2.7
C-	70-73	1.7	2.4
D+	67-69	1.3	2.0
D	64-66	1.0	1.7
D-	60-63	0.7	1.4
F	BELOW 60	0.0	0.0
P = Pass I = Incomplete W = Withdrawal F = Fail			



Students in IB courses are graded using a 1-7 grade scale:

- 7 - excellent: outstanding performance with only minor errors
- 6 - very good: above the average standard but with some errors
- 5 - good: generally sound work with a number of notable errors
- 4 - satisfactory: fair but with significant shortcomings
- 3 - mediocre: performance can meet the minimum criteria
- 2 - poor: some more work is required before credit can be awarded
- 1 - very poor: considerable further work is required

The grading scale for marking and transcripts is as follows in IB courses:

IB GRADING SCALE

CLASS GRADING, REPORT CARDS, TRANSCRIPTS			REPORT CARDS AND TRANSCRIPTS ONLY	
IB score	Grade boundary	Percentage	Unweighted	Honors classes (IB)
7	100-88	100%	4.0	4.7
6	87-75	86%	3.7	4.4
5	74-62	71%	3.0	3.7
4	61-52	57%	2.0	2.7
3	51-36	43%	1.0	1.7
2	35-28	29%	0	0
1	27-0	14%	0	0

GRADUATION REQUIREMENTS

Marymount’s course of studies offers students a wide range of subjects. Students in Grades 9-12 register for courses from the course offerings of each year.

A minimum of 20 credits in Grades 9-12 is required for graduation and the Marymount Diploma. Consideration will be given to students who transfer to Marymount and may not have all the required subjects.

To earn a Marymount High School Diploma a student must fulfill (Grades 9-12) the following requirements:

<i>English</i>	4 credits
<i>Social Studies</i>	3 credits
<i>Mathematics</i>	3 credits
<i>Science</i>	3 credits including 1 year of a Lab Science
<i>Fine Arts</i>	1 credit
<i>Physical Education</i>	1 credit required in grades 9-10 (0.5 each year)
<i>Foreign/Classical Language</i>	4 credits or 1 credit each year at Marymount
<i>Religious Education</i>	2 credits required or 0.5 credits each year in attendance at Marymount

References

IBO Assessment principles and practices—Quality assessments in a digital age, 2018
IBO, Guidelines for developing a school assessment policy in the Diploma Programme, 2010