



## ASSESSMENT POLICY

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## Philosophy

“The primary purpose of grades is to communicate student achievement.” (Bailey in O'Connor 2023). Scores should provide meaningful feedback to students, document their progress, and help teachers make decisions about what instruction a student needs next (Wormeli, 2006).

We believe that our assessment policy should reflect the principles of mastery learning: our assessment ensures that all students have mastered key concepts and skills before moving on to the next topic. Per the IB, mastery learning uses assessment tasks that test how competent a student is. Therefore, our assessment clearly defines what students can do and what they need to do in order to achieve their learning (Bloom, 2001).

To these ends, assessment at our school is based on the following objectives:

1. Assessment supports the curricular goals at all levels and in all sections, encouraging student learning.
2. Assessment must make allowance for students working in a second language. (Using the guidelines established in our Language Policy)
3. Assessment in the long-term (a course, a grade level) must involve all types and orders of cognitive skills.
4. Assessment must include a variety of tasks and components (diagnostic, formative and summative) and meet the different learning styles of students.

## Forms of assessment

**Summative Assessment** - It is assessment of learning; it occurs at the end of the unit of instruction. The purpose is to evaluate the level of mastery of learning of the essential standards taught and assessed during this established timeframe. Examples of summative assessments can be: unit tests, performance tasks, essays, presentations and projects.

**Formative Assessment** - It is assessment for learning; it occurs after small amounts of instruction while students are making meaning of new concepts.

The purpose of formative assessment is:

inform teacher of immediate instructional adjustments needed to meet individual students' needs provide timely feedback to students on their learning progress

Formatives do not need to be reported to parents directly, however, students should always receive timely and specific feedback based on a standards-based rubric. There are two types of formative assessments:

**Informal Formative:** Result or proficiency level is not recorded, yet students receive informal feedback and the teacher uses this data for instructional decisions.

**Formal Formative:** Proficiency level per standard is recorded in the gradebook. This data may be used as a second tier of data when making a professional judgment to record the final level. Examples of formative assessments can be: class work, exit tickets, one on one student conferences/check-ins, homework assignments, quick writes, warm-ups, and recorded teacher observations.



### **Diagnostic Assessments**

The purpose of diagnostic assessments is to obtain information about the level of competency of each student before introducing new knowledge or skills. Teachers use this data to make instructional decisions and differentiate. These results are not taken into account when determining a level of competency in Progress Reports or Report Cards. However, teachers use this data as a point of reference to measure growth. Teachers also use diagnostic data to triangulate standardized testing results at the beginning of the year.

### **Standardized Testing Results**

The results of standardized tests serve as additional evidence when reporting to parents. These results will not be used to determine a level of proficiency in the progress report or report card; however, teachers will compare standardized test results with student achievement levels to determine whether they are aligned and to identify gaps. Beginning in 6th grade, standardized test data will be taken into account when determining student promotion into the next grade level.

MAP standardized test results will be reported with parents at the end of each testing session using the MAP Student Progress Report. MAP results will also be analyzed by teachers and the Pedagogical Leadership Team to observe student growth and progress.

### **Holistic Judgment**

The teacher analyzes the data from the given standard and assigns a best fit judgment final level from Exemplary to Beginning. To determine this level, teachers will observe and consider the following items: most recent, most representative & teachers' holistic judgment (Ken O'Connor. 2023). The final proficiency level determined should not be lower than the average of all the evidence recorded.

To be eligible for an exemplary proficiency level, students must consistently demonstrate evidence throughout the partial.



### Assessment in the Primary Years Program

In the Primary Section (Early Years and Elementary), student learning will be communicated qualitatively using the 4 proficiency levels defined below.

Exemplary	EX	The learner <b>consistently</b> and <b>independently</b> demonstrates <b>in-depth</b> understanding of key concepts, processes and skills in <b>familiar</b> and <b>unfamiliar</b> situations. The student communicates learning <b>clearly and accurately</b> .
Proficient	PR	The learner <b>consistently</b> demonstrates <b>solid</b> understanding of key concepts, processes and skills in <b>familiar</b> situations. The student communicates learning <b>clearly and accurately</b> .
Approaching	AP	The learner <b>occasionally</b> demonstrates <b>partial</b> understanding of key concepts, processes and skills <b>with structured support</b> . The student communicates learning <b>with guidance</b> .
Beginning	BG	The learner <b>is beginning to</b> demonstrate <b>initial</b> understanding of key concepts, processes and skills <b>with consistent support and guidance</b> .
Not Enough Evidence	NE	There is not enough evidence to determine a proficiency level.
Not Assessed	NA	Standards in this category were not assessed during this reporting period.

When creating an assessment task, teachers must identify the essential standards that will be assessed and develop a comprehensive 4-level rubric with clear descriptors for each level (from Exemplary to Beginning).

This rubric must be communicated to parents and students at the time the task is assigned. Ideally, the rubric should be developed with the students.

#### Reporting to Families

The purpose of report cards in Early Years and Elementary is to provide parents, students, and all stakeholders with specific and useful information about their child's proficiency level to provide a common understanding of the student's progress and to facilitate growth.

Student levels of proficiency will be reported organized by Domains and Components. Parents will receive Progress Reports at the end of each partial and an official Report Card at the end of the school year. The proficiency level, converted to a numerical grade, at the end of Partial 4 is what will be reported to the Ministry for its records.



## Assessment in the Middle Years Program

Teachers assess student learning based on MYP Assessment criteria. Each subject area has 4 Assessment Criteria - A, B, C and D. All grades are based on a 1-8 achievement rubric given to students for each assessment task when the task is assigned. Students should understand expectations through model work, task clarifications and student-teacher discussions. Task clarifications will be adjusted according to students' learning needs. Teachers assess the students' work based on achievement rubrics for each criteria in the following way: Grade 7 will apply the Year One MYP rubrics, Grade 8 will apply the Year Three MYP rubrics, Grades 9 and 10 will apply the Year Five MYP rubrics.

Teachers decide which criteria will be assessed based on the task. If a task utilizes multiple assessment criteria, students will receive separate grades for each criterion. Each of the four MYP Criteria must be assessed formatively and summatively at least once every semester.

### Determining and Reporting Final MYP Grades

At the end of each partial, all the grades obtained by the student in the different assessments (summative and formative) are communicated to parents through a progress report, yet there is no final grade determined at this point.

Holistic grades will be determined at mid year and at the end of the academic year. Teachers look at all the scores for each assessment criterion and determine, through holistic judgment, the final score (the final score is not an average of the grades obtained during the term). A holistic judgment decision is made based on the most recent, relevant and most representative scores but should not be lower than the average of the summative assessments, nor should the final score be higher than the highest score achieved. Teachers need to provide sufficient evidence to justify their holistic decision.

Formative assessments are reported but not averaged for the final score. Reporting formative assessment criteria scores is required in order for the teacher to communicate academic progress to parents and students, on a regular basis. Formative scores are secondary evidence for holistic judgment.

Teachers add up all the final criteria scores for a total of 32 points. The criteria convert to a 7 point scale of achievement which aligns with the IB Program assessment procedures. The score on the 7 point scale correlates to a Ministry of Education Local Grade according to the established conversion. This conversion is used for Ministry reporting and transcripts, but should not be communicated to students. All grading feedback is to be done according to the 7 point scale.

IB levels of achievement	Grade Boundaries	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.



2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### Assessment in the Diploma Program

Teachers assess learning through the 7 point achievement scale based on the final assessment tasks of each subject (Paper 1, Paper 2, Internal assessment). The 7 point scale correlates to the IB prescribed levels of achievement ([DP Grade Descriptors](#)). Throughout the year teachers MUST assign a variety of formative assessment tasks in order to prepare students for the Final Assessments. Teachers regularly modify IB Papers for summative or formative evaluation and constantly give practice questions taken from past IB Papers.

Teachers initially decide on Assessment Task weights for Year One and Year Two divided by each semester. The Assessment Tasks are the required IB prescribed Tasks for all students. In contrast to the MYP, the IB creates the specific Assessment Tasks and includes individual Rubrics and Markschemes for each task. The Assessment Task weights depend on the students' High Level and Standards Level decisions.

### Determining and Reporting Final DP Grades

Each assessment task is graded over 7 and must be scored at least twice per year. Within each assessment task category, summative assessments will be graded with a total of more points than formative assessment. Each task will receive a relative weight within the category according to the points total. Teachers must grade *all students* with the minimum requirements of Standard Level in their subjects.



The final grade out of 7 is determined based on the weighted average of all Assessment Tasks. (See Subject Component Weights). The final grade of 7 correlates to a Ministry of Education Local Grade according to the established conversion. This conversion is used for Ministry reporting and transcripts, but should not be communicated to students. All grading feedback is to be done according to the 7 point scale. Teachers assign a sample Paper (summative assessment) for the midyear and final exams. TOK, Visual Arts and Music requires work completed towards the student portfolio.

### **Mid term and final Exams (MYP and DP)**

Mid term and final exams are cumulative in nature for the time period covered (two partials) and should be completed during the exam schedule. These exams should be considered significant summatives when making a holistic judgment evaluation, as they are the most recent assessment and are cumulative.

### **Planning for Assessment**

The entire exam must be IB criterion-based (MYP) or mark scheme based (DP).

All teachers give a sit-down midterm / final exam that lasts a minimum of 60 minutes for MYP and 90 minutes for DP. Design, PE and Arts may use a portfolio format but students must complete a self-assessment reflection activity connected to the MYP Assessment Criteria during the exam period. All exams include an IB rubric for evaluation.

MYP Rubrics should include task clarifications. MYP exams should be assessed on at least two criteria. DP Exams must follow the format on an official Paper (P1, P2, P3, or combination)

### **Grading and Moderation**

Teachers collaborate to ensure consistency in the application of IB assessment criteria. Teachers will find a common grading time to look over exams and achieve consensus on student sample scores through discussion.

## **Additional Guidelines**

### **Late and Missing work**

- If a student does not turn in an assignment, “Not Enough Evidence” will be allocated instead of a zero. This is considered late work. In these cases, students will be required to attend a designated supervised time, determined by the grade level team, in order to complete the assignment.
- Skills such as time management, organization, and punctuality will be reflected in the discipline grade.
- Consequences for late work will be reflected in the discipline grade.
- To be eligible for the Exemplary level, students must present evidence consistently within the timeline established by the teacher.
- In the case of an excused absence, teachers, parents, and students will determine a plan to make up the assignment(s). Typically, the timeframe in the plan matches the same amount of days that the student was absent.
- If the student still does not turn in the assignment within the designated time frame, this is considered missing work. Therefore “Not Enough Evidence” will be the student’s final proficiency level for that assignment.

### **Bonus points - Extra credit**



- Bonus points distort the record of actual student achievement and therefore should not be granted.
- If a student is not satisfied with the level achieved and wants to provide additional evidence that supports a higher achievement level, they can request an extra assignment from the teacher, not to add points to their current score, but instead as additional evidence that they can perform at a higher level.

### **Group work**

- Learning can and should be cooperative, however, grading should not. A student's grade should not depend on the achievement or behavior of other students.
- All summatives must be graded individually using an established rubric that has been previously shared with students.

### **Scholarships**

- Scholarships will be based on several criteria including academic and discipline grades.

### **Academic Integrity (plagiarism, collusion, malpractice, and duplication of work)**

- To be eligible for an exemplary proficiency level, students must consistently demonstrate academic integrity throughout the partial.
- Academic dishonesty will have a behavioral, not an academic consequence.
- If academic dishonesty occurs, as a learning opportunity, the student must complete a different assignment that will assess the same criteria during a designated supervised time, determined by the grade level team, to provide evidence of their academic level of performance on that assignment. If the assignment does not meet these requirements, the student will receive "Not Enough Evidence" due to the lack of evidence.
- Every teacher will review the Academic Integrity Policy with students to communicate the guidelines as it pertains to the subject.

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## Works Cited

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O'Connor, Ken. *A Repair Kit for Grading*. 2008.