



Meadowridge School believes that assessment is integral to all teaching and learning and should support the principles of our programmes through the encouragement of varied and authentic assessment tools. Authentic assessment must be transparent, collaborative, continuous, and comprehensive.

Glossary of Terms:

- Assessment is the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations. It informs teachers of the effectiveness of the learning and enables them to make appropriate adjustments. It considers Individual Educational Plan accommodations and requirements.
 - Diagnostic assessment is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and for individualizing programme delivery. It is not used as part of student evaluation.
 - Formative assessment is the process of gathering information during the learning process and involves constructive and specific feedback to students. It will also inform teacher practice.
 - Summative assessment is designed to allow students to demonstrate their achievement and understanding. Its purpose is to give teachers and students a clear insight into student understanding and give students opportunities to demonstrate their understanding. Summative assessments are varied and include several diverse outcomes.
- Achievement is the act or process of demonstrating growth through performing and/or completing a task or working towards a goal. The assessment of achievement is reported separately from Work Habits and ATL skills.
- Evaluation is the process of judging the quality of student work based on identified criteria in rubrics and assigning a value to represent the level of achievement.

Roles and Responsibilities:

Teachers and administrators are responsible to know the assessment policy, be able to access it, and ensure alignment with school principles and practice in their respective divisions.

Programme Application:

Assessment at Meadowridge School is guided by the following principles.

- Authentic assessment is transparent.
 - Assessment is understood by students, parents, and teachers.
 - It is congruent with IB philosophy and expectations.
 - Feedback is given in a timely manner.
- Authentic assessment is collaborative.
 - Encourages students to be responsible for their own learning.
 - Allows students to participate in establishing or refining assessment criteria.
 - Includes collaboration between the learner, the teacher and other children.
- Authentic assessment is continuous.
 - Provides information about prior knowledge and skills.
 - Analyzes learning and areas for improvement.
 - Planned at the beginning of each unit.
 - Informs every stage of the learning and teaching process.
- Authentic assessment is comprehensive.
 - Assessment criteria are known and understood in advance.
 - It is part of the learning experience.
 - Demonstrates a range of conceptual understanding, knowledge and skill. Includes higher level thinking.
 - Takes a variety of forms.
 - Assessment must be authentic; based on realistic problems or situations.
 - Allows students to synthesize their learning.
 - It must be developmentally appropriate.
 - Assessment must identify what is worth knowing.
 - Produces evidence, which can be reported.

Continuum Assessment at Meadowridge School is multi-faceted and involves:

- Pre-Assessment
 - To ensure that education is relevant, engaging and challenging for all learners, it is

important to assess students at the beginning of a unit of work. This allows teachers to structure the learning experiences accordingly.

Formative Assessment

- Ongoing formative assessment:
 - Identifies areas of strength and learner challenges
 - Plans the next stages of the learning experience
 - Involves the use of a variety of tools and strategies to ensure that a clear picture of understanding of all learners is obtained
 - May be used to help inform grades (when advantageous to student)
 - Are used in formulating DP predicted grades
 - May be collated in student portfolios
- Summative Assessment
 - A summative assessment generally occurs at the conclusion of the unit.
 - A summative assessment allows the learner to demonstrate their learning and understanding.
 - At the PYP and MYP levels, a summative assessment is intricately linked to the PYP Central Idea or the MYP Unit Question.
 - There is a culminating summative task at the end of each IB programme:
 - PYP Exhibition at the end of Grade 5
 - MYP Personal Project at the end of Grade 10
 - DP Extended Essay and capstone finishing in Grade 12

Assessment in PYP

- Assessments are based on criteria as prescribed by BC Learning Outcomes and the IB.
- Teachers gather evidence, provide feedback and inform both teaching and student learning using the four assessment dimensions in the Primary Years Programme (PYP): monitoring, documenting, measuring, and reporting on learning.
- Home Learning is not used for marks but rather to connect and communicate with parents. It is also used to inform practices.
- Assessment tasks:
 - are varied, providing students with opportunities to show their learning in different ways.
 - is consistent across the grade-level.
 - apply skills to new scenarios
 - are completed at school
 - include rubrics co-created by teachers/students.
 - are assessed using the BC Ministry proficiency scale
- Report cards are issued three times per school year. In addition, parents are

invited to two Parent-Student-Teacher Conferences and one Student-Led conference each year.

- Student learning and progress is captured in student portfolios.

Assessment in MYP

- Assessments are based on criteria prescribed by the IB and BC Ministry of Education Big Ideas, Curricular Competencies and Content
- Final grades are calculated using the IB guidelines and expectations.
- Report cards are issued three times per school year. In addition, parents are invited to a to two Parent-Student-Teacher conferences and one Student Led Conference each year
- A specific ATL is taught and self-assessed in each unit of study.
- Assessments in MYP are standardized in departments to ensure reliable results; personal project assessments are standardized prior to submission to IB – if consensus cannot be reached, a third marker and/or the personal project supervisor will review to determine a final mark.
- Homework is tracked by teachers in their mark books and concerns are shared with parents and Admin.

Assessment in DP

- Internal assessments are modeled after official DP exams and assignments.
- Summative assessments are balanced and distributed throughout the year.
- IB Mock exams are set and marked internally in our school
- IB Final Exams are set and marked externally from our school.
- Anticipated or predicted grades in the International Baccalaureate (IB) program are a teacher's estimate of a student's final IB exam results. These grades are based on a student's performance throughout the program and are crucial for university applications, especially when applications are submitted before final exams are taken.
- Formative and summative results are used to formulate anticipated grades.
- Anticipated grades are calculated using IB grade boundaries, IB grade descriptors, and guidelines. Where a new course has begun, or an updated version of a course has rolled out, grade boundaries from previous or similar courses are used.
- Final and Anticipated Grades are converted using external percentage boundaries created by universities.
- Assessments in DP are standardized in subject teams; where subject teams do not exist, teachers work with colleagues in other IB schools or in their departments to ensure reliable results; extended essays are standardized prior to submission to IB – if consensus cannot be reached, a third marker and/or the extended essay coordinator will review to determine a final mark.
- Formative and summative assessments are tracked on Manage BAC and are based on IB assessments and scaffolding/chunking towards achieving them.

- Report cards are issued three times per school year and parents are invited to Parent-Teacher Conferences twice annually.
- A specific ATL is taught and self-assessed in each unit of study.
- Homework is tracked by teachers in their mark books and academic concerns are shared with parents and the DP coordinator.

Faculty Review:

Reviewed By	Date
Admin Team	October 30th, 2025
Faculty	November 2024
IB Coordinators	October 2025

This Policy is to be understood in conjunction with all other policies of Meadowridge School and does not take precedence. It informs the contractual agreements between families and the school.

Meadowridge School will review the IB Assessment Policy annually to ensure it is current and meeting the needs of students.