TRINITY CATHOLIC SCHOOL

IB MYP Assessment Policy

Philosophy

Assessment is the culmination of teaching and learning. The purposes of assessments are many: to communicate student achievement to parents; to provide information to students for self-evaluation; to select, identify, or group students for educational purposes; and, to document student performance to evaluate instructional programs. The primary purpose of assessment, however, is to improve student learning.

The mission of the Trinity Catholic School International Baccalaureate Middle Years Program (IB MYP) is to engage all students in a meaningful, educational experience to help students become actively responsible for their own learning in preparation for the unique challenges of higher learning and faithful citizenship. As an educational community, we will collaborate to design high-quality instruction that offers an intellectually challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement.

Assessment Policy

This Assessment Policy is in alignment with other TCS IB MYP policies, including: Academic Honesty, Academic and Behavioral Discipline, Language Acquisition, and Inclusion policies.

This Assessment Policy also serves to provide clear expectations for students, families, teachers, and administration regarding assessment policies and practices within the IB MYP.

Assessments

Effective assessment begins with formative assessments. Students need opportunities to practice using new skills and to apply new information in a variety of formats. Teachers use formative assessments to adjust and adapt their teaching and provide feedback to individual students to help them progress. Formative assessments are meant to support student learning and prepare students for summative assessments. An example of a formative assessment would be a classwork activity or a homework assignment. It may be as simple as a teacher asking a student a question in class to orally assess the student's understanding of a concept or listening to a small group of students discuss a new concept.

Summative assessments provide the evidence of a student's understanding of subject matter at the end of a defined period, such as a unit of instruction or the end of a course. These assessments are aligned with subject group assessment criteria and

allow students to demonstrate their understanding through authentic tasks and applications and not simply their ability to recall facts. They also help determine to what extent the instructional and learning goals have been met and are thus used as evidence when reporting a student's final grade.

Trinity Catholic School's IB MYP summative assessments (end of unit) are product/performance based, using the GRASPS model. GRASPS is an acronym for:

- Goal – states the problem or challenge to be resolved.
- Role – explains who students are in the scenario and what they are being asked to do.
- Audience – who the students are solving the problem for, who they need to convince of the validity and success of their solution for the problem.
- Situation – provides the context of the situation and any additional factors that could impede the resolution of the problem.
- Product, Performance, and Purpose – explains the product or performance that needs to be created and its larger purpose.
- Standards and Criteria for Success – dictates the standards that must be met and how the work will be judged.

Students will complete a GRASPS assessment at the end of each unit. The assessment is a culmination of the academic skills and ATL (Approaches to Learning) skills that have been learned over the course of each IB MYP unit of study. GRASPS assessments will be graded based on the IB MYP Subject Area Area Objectives/Assessment Criteria.

IB MYP Assessment Criteria

Academic achievement in the IB MYP is reported using nine possible levels of achievement (0-8) divided into four bands. The bands, described on the subject area assessment criteria rubrics, represent limited (1-2), adequate (3-4), substantial (5-6) and excellent (7-8) performance. (The assessment rubrics for each subject are included at the end of this document.)

Each content teacher has four objectives for his or her subject area, which are directly correlated to the subject criteria (see Table 1). The criteria are targets that help indicate if students accomplished what they need to in a particular subject area. Subject groups must address all strands of all four objectives at least twice in each year of the IB MYP.

IB Subject Area Objectives/Assessment Criteria Overview

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts
Individuals and Society	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical & Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating in Response to Spoken, Written, and Visual	Using Language in Spoken and Written Form
Design	Inquiring & Analyzing	Developing Ideas	Creating a Solution	Evaluating

Table 1

At the end of each unit of study, teachers determine a student's achievement on the summative assessment, and assign each student a score on a scale of 1-8 for each subject criterion assessed.

IB MYP Grade Boundaries

Grade	Boundary Guidelines	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 or 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.

Table 2

The IB MYP Grade Boundaries (see Table 2 above) will be used to indicate the overall score a student will receive for that subject area, in a given semester. For example, if a Mathematics student earns an overall score of a 5 for Knowing and understanding, a 4 for Investigating patterns, a 4 for Communicating, and a 3 for Applying mathematics in real-life contexts, the Boundary Guideline total is 16. This would earn the student a Mathematics MYP grade of 4, which is considered a proficient/target level for a student in a particular subject area.

IB MYP Grading and Reporting Procedures

In alignment with the philosophy and structure of the International Baccalaureate Middle Years Programme (IB MYP), student assessment and grading will follow the IB's standards-based approach and will be reported alongside the traditional course grades.

IB MYP Grades in PowerSchool:
IB MYP subject area grades will be posted in PowerSchool. Each IB assessment will include a **conversion grade**, which translates the IB criterion scores into a traditional grading scale (see Table 3 below). This conversion grade is used for **accountability purposes** and is **included in the student's traditional course grade**.

Reporting Schedule:

- **Quarterly Reporting:** IB MYP conversion grades will be updated quarterly in PowerSchool. Students/parents will receive the Subject Rubric for IB assessment feedback and grade from teachers each quarter.

- **Student-Led Conferences:** After the **first semester**, students will present their IB MYP progress during student-led conferences, allowing families to engage directly with the student's learning journey.

One Criteria	
MYP Grade	%Grade
8	100
7	94
6	88
5	83
4	78
3	73
2	68
1	63
0	58

Two Criteria	
MYP Grade	% Grade
16	100
15	97
14	94
13	91
12	88
11	85
10	83
9	80
8	78
7	75
6	73
5	70
4	68
3	65
2	63
1	60
0	58

Three Criteria	
MYP Grade	% Grade
24	100
23	98
22	96
21	94
20	92
19	90
18	88
17	87
16	85
15	83
14	82
13	80
12	78
11	77
10	75
9	73
8	72
7	70
6	68
5	67
4	65
3	63
2	62
1	60
0	58

IB MYP
Conversion Scales
Table 3

Four Criteria	
MYP Grade	%Grade
32	100
31	98
30	97
29	95
28	94
27	92
26	91
25	89
24	88
23	86
22	85
21	84
20	83
19	81
18	80
17	79
16	78
15	76
14	75
13	74
12	73
11	71
10	70
9	69
8	68
7	66
6	65
5	64
4	63
3	61
2	60
1	59
0	58