

Downtown Family of Schools

Elsie Roy Elementary

Lord Roberts Elementary

King George Secondary



 *Middle Years
Programme*

ASSESSMENT POLICY

Collated May 2017

IB-MYP ASSESSMENT POLICY

KING GEORGE MISSION STATEMENT

It is the collective responsibility of our school community to ensure the highest quality learning experience for all students, with a focus on student engagement, life-long learning and development in a safe inclusive environment.

Downtown Family of Schools' learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help create a peaceful and sustainable world through intercultural and global awareness, understanding and respect.

ELSIE ROY MISSION STATEMENT

At Elsie Roy Elementary we believe it is our school's collective responsibility to ensure the highest quality learning experience for all students. This experience is centered on student engagement and life-long learning in a safe, inclusive environment. Elsie Roy's learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural awareness, understanding and respect.

LORD ROBERTS MISSION STATEMENT

Our school is committed to supporting engaged learners, caring communities and an inclusive school environment.

IB MYP MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PHILOSOPHY/PURPOSE

Classroom teachers, students, heads of schools, and IB evaluators work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Classroom teachers and students use multiple sources of assessment to guide the effectiveness of instruction and assess progress.

The purpose of the Assessment Policy is to set out the responsibilities of students, teachers and parents, and the school's expectations with regard to assessment tasks, in order to ensure that the assessment process is transparent, equitable and just, and that tasks are authentic, valid and reliable. This policy supports the place of assessment as an important part of a positive learning environment.

IB MYP CRITERION REFERENCED ASSESSMENT AND MONITORING

Assessment is criterion referenced, so MYP students around the world are measured against pre-specified criteria for each subject group. Grade specific criteria are provided by IB for years 1, 3 and 5 of the program (year 2 uses year 1 criteria and year 4 uses year 3 criteria). Teachers set assessment tasks that are assessed internally in the school and teachers standardize assessment for consistency across the school. Internal standardization among staff develops clear understanding of expectations and allows teachers to work together when they see common areas of development for students. Internal standardization will occur within departments for subject based tasks and with the whole staff on personal project assessment.

Purpose for assessment:

- Assessment supports and encourages effective teaching and learning.
- Assessment reflects intercultural dimensions of the programmes.
- Assessment determines the learners' levels of understanding, using both formative and summative assessment.
- Assessment must meet the needs of students at particular ages and stages of development.

Principles of assessment:

- Assessment is key to planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful, explicit and thorough.

Assessment practices:

- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process and assess student performance and basic skill level.
- Teachers will report assessment with report cards, parent-teacher conferences, student – led conferences, and anecdotal records.
- At the end of a term, teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides. To make these judgments teachers must gather sufficient evidence from a range of learning experiences and task.

- Teachers will incorporate multiple forms of assessments that are adapted to the learning standards for each subject.
- Teachers will assess each of the criteria a minimum of 2 times throughout the year.
- For years 3-5, a report card with student achievement on MYP criteria will be available on the MyEd website at the end of each term. At the end of the school year students will receive both achievement on criteria and an overall level of achievement for each subject. Students will complete a self-assessment that will be uploaded and stored in the student locker on MyEd.
- For years 1-2, a report card with student achievement levels on MYP criteria will be provided to parents, at a minimum, twice a year. At the end of the school year, students will receive the levels of achievement for the term that was completed and an overall level of achievement for each subject.

The MYP Teacher accepts:

- That incomplete work should not affect the level of achievement at the end of the year unless the level of incomplete work negates effective assessment.
- The level of achievement will not be assessed on a single assessed piece of work.
- A mark of zero on an assignment will be avoided, if at all possible, and the student will be offered opportunities to demonstrate their learning.
- A late penalty will not be automatically deducted.

RESPONSIBILITIES

Students

- Analyze both formal and informal assessment data to monitor their personal growth.
- Participate in student-led conferences and can explain their own work (Year 3 and 4).
- Keep track of their own performance on learning goals.
- End instructional units with self-assessment relative to learning goals.
- Identify challenging goals for their own learning.
- Use data to test assumptions about own learning.
- Complete all assigned work.
- Attend tutorial time to complete missing work and to communicate with teachers to develop a plan to submit work.
- Adhere to the school's academic honesty policy

Teachers

- Provide students with a course overview that includes statements of inquiry that will be investigated along with classroom expectations
- Provide students with task-specific instructions along with subject criteria when assigning work
- Engage in self-reflection on their own practice in order to enhance their effectiveness.
- Analyze assessment data to identify patterns of student performance and needs.
- Teach students how to guide their own learning by providing ongoing feedback.
- Provide timely feedback to students and parents on in-class work and homework.
- Systemically recognize students who make observable progress on learning goals.
- End instructional units by providing students with clear feedback on the learning goals.
- Use assessments to inform and improve instruction.
- Implement the school's academic honesty policy, student inclusion, and language policy
- Use assessments that are meaningful and reliable.
- Are aware that assessment instruments can be culturally biased and use multiple assessment strategies to more thoroughly evaluate student progress (e.g., projects, portfolios, etc.).
- Seek input from families on ways of developing informal assessment strategies.

School

- Supports staff in using multiple assessment strategies.
- Provides all student-related data in a timely manner.
- Provides time for teachers to plan and reflect.
- Provides training on data interpretation and use.
- Sets specific achievement goals for the school.

Example Assessment Tasks: Students will be offered both formative and summative assessments throughout the year.

- Tests, quizzes
- Investigations
- Essays, reports
- Research projects
- Webquests
- Journals (written/ photo)

- Field work
- Experiments
- Group/Class work and/or discussion
- Portfolios
- Presentations
- Homework
- Other formats will be considered when new resources become available

STUDENT EVALUATION AND REPORTING TO PARENTS

Year 1-2

Parents can request an interview with a teacher at any time during the school year and are encouraged to contact teachers if they have questions about their child's progress

One formal Interim Report and two formal Report Cards are issued during the school year. The formal reporting is communicated using an IB report card that indicates the level of achievement in each of the four criteria in each subject, ATL achievement, and an OLA (final report only).

A parent-teacher conference is scheduled early October in order to set goals for individual student learning and how this will be best supported by the teacher, the parents and the student.

Approaches to learning (ATL): Students will receive a level of achievement in up to 5 areas (Communication, Social, Self-Management, Research and Thinking) on all report cards.

Levels of achievement are: N: Novice, L: Learner, P: Practitioner, E: Expert.

In addition to formal reports, communication about a student's progress may take place by telephone, email or through interviews initiated by the teacher, the counsellor, the parent or the guardian. Parents or guardians should feel free to contact teachers at any time regarding matters affecting their children.

Year 3-5

Parents can request an interview with a teacher at any time during the school year and are encouraged to contact teachers if they have questions about their child's progress. In year 3-5 students will receive course outlines from each subject teacher advising students of the statements of inquiry that will be explored throughout the year.

One formal Interim Report and three formal Report Cards are issued during the school year. The formal reporting is communicated using an IB report card that indicates the level of achievement in each of the 4 criteria in each subject, ATL achievement, and an OLA (third term only).

A parent-teacher conference is scheduled following the first term report card in early December. In addition to the formal Interim Reports, Interim Reports may be issued at each subject teacher's discretion at any time during the school year.

Approaches to learning (ATL): Students will receive a level of achievement in up to 5 areas (Communication, Social, Self-Management, Researching and Thinking) on all 4 report cards (interim and 3 term reports)
Levels of achievement are: N: Novice, L: Learner, P: Practitioner, E: Expert.

In addition to formal reports, communication about a student's progress may take place by telephone, email or through interviews initiated by the teacher, the counsellor, the parent or the guardian. Parents or guardians should feel free to contact teachers at any time regarding matters affecting their children. Counsellors receive copies of all reports sent home. They are available to discuss any student's progress with parents or guardians.

Students who are missing work: Policy and guidelines

Students who are missing assignments or who are not meeting expectations on any report will receive an achievement level of 0 or 1 in that criteria and a comment on when and how students are to make up the work. This replaces the reporting Symbol "I" (in progress). This will be used to alert parents that the student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. There may be various reasons for this. Examples include: the student may be making progress but requires additional time or support in order to meet the expected learning outcomes; the student has not completed important assignments and the teacher is unable to adequately assess student progress without the assignments being completed; the student has not been attending class.

When an achievement level of 0 or 1 has been assigned at the end of term:

- Students and parents must be informed and must be provided with an opportunity to consult with the teacher about the problem the student is having and possible solutions;
- Teachers must be prepared to identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcomes. This information may be communicated in a variety of ways, including: through a written plan; verbally by telephone; or in a direct meeting involving teacher, parent and student.

General Overall Level of Achievement

Throughout the year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often, only 1 or 2 criteria are assessed per task. Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on the performance based on the criteria level descriptors.

Teachers make a professional judgement on the criterion level of achievement for each of the criterion. THIS IS NOT AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but a professional judgment based on patterns

in the data, the development of each student and the context that the work was completed. It is the role of the teacher to use the evidence to decide the level that the student is performing at in each specific criterion. In the DFS, we don't convert MYP scores to other grading systems. On the final report in each subject the level of achievement in each of the 4 criteria (0-8) will be combined and will be converted to an OLA on a 7 point scale.

Overall Level of Achievement (OLA) Grade Descriptors

General Grade Descriptors		
Grade	Boundary guidelines (total from 4 criteria)	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 understand 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 demonstrate 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..

