



IB ASSESSMENT POLICY

for The Kildonan School

I. PURPOSE OF ASSESSMENT

The primary purpose of assessment in the MYP is to support and encourage student learning through the gathering and analysis of information about student performance. Formative assessment is continuous feedback between teachers and students. It informs teachers about student learning, shapes teaching and learning in the classroom, and shows students how to “close the gap” between their current performance and course objectives. Summative assessment generally occurs at the end of a teaching unit, and while supporting student learning, is also used to determine achievement levels of individual students.

II. PRINCIPLES OF ASSESSMENT

Assessment is a key component of teaching and learning. Both summative and formative assessments inform teaching and determine the level of student learning. There must be a balance between formative and summative assessment that allows teachers to adjust instruction to meet the needs of learners and to evaluate student learning. Students and teachers must have opportunities to reflect on learning within the classroom to ensure that assessment is effective in promoting learning. Because formative assessment supports ongoing academic development, students should have the opportunity to re-submit formative assessments to demonstrate continued progress with academic concepts (*see Student-Teacher Accountability Policy*).

III. ALIGNING THE STATEMENT OF INQUIRY WITH ASSESSED CURRICULUM

In all IB World Schools offering the MYP, the statement of inquiry forms a central part of the written, assessed, and taught curriculums. When designing MYP units of work, the statement of inquiry shapes the choice of topics and tasks to be assessed. A variety of assessment methods will allow students to provide evidence of conceptual understanding gained through the learning activities.

IV. MYP OBJECTIVES AND ASSESSMENT CRITERIA

These objectives and assessment criteria are specific, differentiated, and consistent with course content. Students in grades 6-10 at The Kildonan School are assessed using the age appropriate MYP objectives and criteria. The MYP has established mandatory learning objectives and assessment criteria for students in grades 6th, 8th, and 10th (*years 1, 3, and 5*).

- Grade 6 will be assessed against the YEAR 1 criteria
- Grade 7 will be assessed against the YEAR 1 criteria in semester 1 and against the YEAR 3 criteria in semester 2
- Grade 8 will be assessed against the YEAR 3 criteria
- Grade 9 will be assessed against the YEAR 3 criteria in semester 1 and against the YEAR 5 criteria in semester 2
- Grade 10 will be assessed against the YEAR 5 criteria

V. ASSESSMENT PRACTICES

Assessment is ongoing and takes into account learning processes as well as products. Students will be assessed in multiple ways using a range of assessment strategies, tasks and tools.

- Assessment tasks include compositions, essays, examinations, questionnaires, investigations, labs, research, presentations, projects, performances, journals, portfolios, and other options. Various assessment tools include checklists, rubrics, observations, and examples. Teachers are thoughtful in their choices to ensure that the strategies, tasks, and tools are appropriate to the learning objectives, the subject area, and the student. Teachers are encouraged to employ a wide range of assessment tasks in order to support multisensory learning and respond to students' different learning styles.
- Teachers will provide students with assessment criteria prior to assessments and check that students clearly understand the expectations. When creating task-specific rubrics, teachers may adapt and modify descriptions of rubrics to better align them with specific assessment tasks and to increase student understanding of the criteria. **However, when modifying these rubrics, it is essential that the critical elements of the MYP learning objectives are not lost.** In order to support learning, students will be provided opportunities for peer and self-assessment and reflection. Teacher reflection is also an important element in the learning process; thus, teachers must formally engage in reflection through the use of the MYP unit planner.

1) **INFORMAL (Formative) Assessment for Learning:**

- Shows continual progress toward unit objectives and course content
- Provides rapid feedback for students and teachers so students can improve before a summative assessment
- Reveals student misunderstandings
- Focused on a particular learning target
- Examples: written reflection, verbal response, presentation, quiz, demonstration, graphic organizer, video/audio recording, and drafts of writing, etc.

2) **FORMAL (Summative) Assessment of Learning:**

- Shows mastery of unit objectives & course content
- A way for students to show that they have mastered all learning targets for the unit
- An end-of-the-unit assessment
- Integrates all unit learning targets into one product
- Examples: classroom test, timed writing, descriptive and/or argumentative essays, performance tasks/projects, investigations, field work, practical work, and/or oral examination, etc.

3) **APPROACHES TO LEARNING (ATL Skills):**

- Includes skills and behaviors that help students be successful
- This area is ungraded, but important to communicate progress in the class
 1. Communication
 2. Social
 3. Self-management
 4. Research
 5. Thinking

4) **LEARNER PROFILE (Conduct & Effort):**

- The LP represents a nuanced analysis of conduct and effort, and details the social, emotional, and cognitive development of the student across all areas of the curriculum
- Establishes a developmental continuum of growth from Novice to Exemplary.
- The assumption is that each child is developing in these areas at his or her own pace, and is moving forward faster in some areas of social-emotional development than in other areas. This reflects a

reasonable view of the child as an individual learner with unique strengths and areas of potential growth.

- Teachers may use the IB Learner Profile to provide comments about student attitudes and affective behaviors.
- Represents 11 habits of mind that help students develop the knowledge and skills needed to succeed in a global community.
 1. Thinker
 2. Communicator
 3. Risk-Taker
 4. Reflective
 5. Open-Minded
 6. Caring
 7. Principled
 8. Inquirer
 9. Knowledgeable
 10. Balanced
 11. *Perseverant* *

VI. REPORTING ASSESSMENT DATA

Throughout a course, teachers will assess each IB objective strand in their subject area at least twice and record the achievement level in ManageBac. At the end of the course, teachers will determine and report to parents and guardians the appropriate judgment for each criterion and assign a student an IB MYP mark of 1-7 using the grade boundaries for their subject. After determining the MYP criterion related marks, teachers will then use the established and agreed upon conversions to the Kildonan grading system. The MYP criteria are the basis for a student's quarterly grade.

A. QUARTERLY GRADES

- Based on a minimum of 40% summative assessments
- Covers material from across the quarter
- Can be based on projects, tests, performances, etc.

B. IB MYP MARK

- Given at the end of a course in grades 6-10 (official IB Mark for the course)
- A number 1-7 (1 is low - 7 is high)
- Shows how well the student did throughout the course on IB assessments (*see section on "MYP General Grade Descriptors" in Report Guidebook*)

C. ONGOING PARENT COMMUNICATION

- Teachers will update parents about student assessment on a regular basis, using different modes of communication.
- Teachers will share individual student performance information with tutors for bi-monthly updates.
- Teachers will electronically share examples of student work with parents.
- Teachers will call or email parents directly as needed in order to keep them informed.

VII. DOCUMENT REVIEW

- This assessment policy will be reviewed by members of the school's instructional teams and/or interested staff by August 1st annually.
- Updated March, 2016

Bibliography

Report Guidebook. The Kildonan School. February 2015.

MYP: From Principles into Practice. May 2014.

Academic Assessment Policy. North View Middle School & Park Center High School, 2015.

MYP: From Principles into Practice. May 2014

* Updated March 2016