IB MYP ASSESMENT POLICY

1. Purpose of the Assessment Policy

Institut Aurora is located in Kinshasa, the economic and political heart of RD Congo. Our school experiences a continuous come and go of students in all grades. Institut Aurora decided to use 2 assessment types:

- The in-school percentage based end of term exam
- The IB MYP assessment

Combination of these 2 assessment types allows parents, not comfortable with IB assessment and reporting to make the link and bridge between a percentage based and the IB MYP assessment and reporting method. This assessment policy focuses on the assessment policy for the IB MYP

The Assessment Policy is a working document developed by a committee of teachers and administrators from Institut Aurora. Consistent with the standards and practices of the International Baccalaureate Middle Years Program (IB MYP), this document provides an overview of Institut Aurora's beliefs and practices regarding the purpose and use of IB MYP assessment.

2. Philosophy of Assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

3. Purpose of assessment

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the program by including in its model principles that take account of the development of the whole student.

4. Assessment Methods and Practices

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. Our assessment practices reflect our philosophy of assessment:

a. Assessment is authentic, rigorous, and student-centered:

• Assessment is grounded in real-world application and is appropriately challenging.
• Assessment provides multiple opportunities for students to demonstrate what they know, value, understand, and are able to do.
• Assessment is designed to assist students' development of the Approaches to Learning skills, which coincide with 21st century skills.
• Assessment provides students with opportunities to guide their inquiry and continue their learning.

b. Assessment is differentiated:

• Assessment is varied in type and purpose.
• Assessment practices recognize and take into account students with special educational needs.

c. Assessment is a transparent shared process:

• Assessment criteria are shared with students prior to the assessment, making students aware of the expectations at all stages of their learning.
• Assessment practices provide students with opportunities for reflection, as well as peer-assessment and self-assessment.
• Assessment enables ongoing communication between students and teachers.
• Assessment data promotes content-area and interdisciplinary collaboration among teachers.

d. Assessment provides meaningful feedback:

• Assessment focuses on both the learning process and learning outcomes.
• Assessment aligns with the MYP aims and objectives, informing students and teachers of the level to which learning targets are met.
• Assessment provides teachers with data to reflect upon and drive instructional practices.
• Assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.

MYP **internal assessment** includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the program. Through effective **formative** assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives, formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

Formative assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data also provides feedback to students about their current level of achievement toward the MYP objectives along with their development of the Approaches to Learning skills. With this feedback, students can reflect on their progress, prepare for the summative assessment task, and make continued growth.

Formative assessment tools include, but are not limited to:

• Teacher tools
  - ✓ Warm-up activities
  - ✓ Exit slips
  - ✓ Daily work checks
  - ✓ Homework checks
  - ✓ Regularly scheduled quizzes
  - ✓ Qualitative observation
  - ✓ Formative rubrics
  - ✓ Checklists/ check-off system
  - ✓ Collection of work samples

• Student tools
  - ✓ Self-reflection in the form of: journal entries, short essays, charts/ graphs of personal achievement of unit objectives
  - ✓ Collection of work samples

• Peer tools
  - ✓ Peer-assessment

Methods of providing feedback on formative assessments include, but are not limited to:

• Teacher methods
  - ✓ Correction of daily work/ homework, highlighting the process and product
  - ✓ Check-ins with students
  - ✓ Formative assessment checklist of concepts and skills to inform the student of areas of achievement and areas of growth
  - ✓ Scale of proficiency levels: ***exceeds, meets***, ***partially meets***, and ***does not yet meet***
  - ✓ Rubrics created for formative tasks using IB MYP criteria
  - ✓ Highlighted portions of the MYP rubric to show the student's current performance level
  - ✓ Written feedback focusing on what the student can do to improve
  - ✓ Written questions/ steps to consider
  - ✓ Verbal feedback

• Student methods
  - ✓ Self-reflection using rubrics
  - ✓ In-class correction and reflection on personal daily work
  - ✓ Record of personal achievement of unit objectives using charts/ graphs

• Peer methods
  - ✓ Critiques/evaluations using rubrics

Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit.

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives.

Summative Assessments are criterion-related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.
Summative assessment tasks, and the expectations tied to them, are discussed with students prior to the assessment through the distribution and study of the MYP rubrics. These rubrics are clarified using task-specific descriptors with student-friendly language. When possible,

exemplars are also made available to students. In addition, students may be involved in the development of task specific descriptors for the MYP rubrics to aid their understanding of the assessment task and the method of evaluation.

In summary, when creating MYP units, teachers ensure that assessments:

- ❖ are integral to the learning process
- ❖ are aligned with subject-group objectives
- ❖ gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- ❖ are appropriate to the age group and reflect the development of the students within the subject
- ❖ provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

5. MYP Assessment

5.1. Formative Assessment

Formative tasks are measured in various ways including:

- Achievement levels which may be aligned with IB achievement levels
- Points in the grade book
- Percentages
- Charts and graphs

5.2. Summative Assessment

The MYP assessment criteria across subject groups can be summarized as follows.

Subject	Objective A	Objective B	Objective C	Objective D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

At the end of each term, school reports student progress towards the MYP objectives using the prescribed subject-group assessment criteria. Each objective consists of different strands and each strand is assessed at least twice a year. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The objectives and assessment criteria are subject specific and are provided for years 1, 3 and 5 of the program in MYP subject-group guides, and their use is mandatory.

In year 2 the assessment criteria of year 1 are used in the first term and the criteria of year 3 in the second term. The same is done in year 4 with the criteria of year 3 and 5.

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

For each assessment, the teacher will develop task specific descriptors which will describe the value statement for a specific task, with corresponding achievement level.

6. Report cards

At the end of each term, parents are invited to a parent-teacher conference where parents are informed about the student's progress and the report card is handed over the parents. Grades do not include scores for formative tasks. So grades are based solely on IB summative assessment achievement levels.

Below are the IB general grade descriptors for the final mark grade per subject. The final mark is given on a 1 – 7 scale corresponding to a descriptor

Final Mark	Descriptor
1	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	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	Communicates **basic** understanding of **some** 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	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	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	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	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.