



McCaskey Campus Assessment Policy



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Introduction

Definition:

Assessment: means by which teachers and students gather information on student progress towards specific learning outcomes; assessments are authentic, meaning that they focus not only on recalling facts but on the ability to apply knowledge and skills to real-world problems; assessments are clearly communicated and have corresponding criteria with which to determine student achievement

Formative assessment: allows teachers and students to determine knowledge and skill development continuously throughout a unit. These assessments may be formal or informal. Student outcomes on formative assessments help to determine future learning goals and plans, which may vary from student to student. The criteria used to determine varying levels of success on formative assessments are determined by the teacher, and in some cases students or peers. They provide timely feedback with the intent of helping students to reach mastery levels and prepare for the summative assessment of that learning unit.

Summative assessments: culminating experiences at the end of a learning unit. They assess the degree to which a student has mastered the knowledge or skills outlined in the learning goals of a particular unit. While the teacher designs the summative assessment, student achievement levels are determined using a set of subject-specific criteria from the MYP subject guides.

Assessments, whether they be summative or formative, can include:

Written:

- Blogs and other social media types
- Essays, reports, stories, poems, etc.
- Laboratory Reports
- Examinations (multiple choice, extended response, etc.)

Oral • Debate

- Demonstration
- Performance
- Speech



Visual

- Slideshow or presentation
- Poster or brochure
- Rehearsed performance
- Model or project

Purpose of assessment

Support students throughout the learning process by providing timely feedback

Develop individual learning experiences based on progress toward goals

Motivate students by providing opportunities for success across disciplines and subject areas

Encourage enduring understanding by providing opportunities to explore real-world problems and applications

Foster critical and creative thinking

Reflect international-mindedness by providing assessments that recognize various cultural perspectives

Philosophy

Assessment is a vital tool in developing students toward the unit goal. It is a gauge to both the students and teacher. The students can measure their progress toward the unit goal and can appropriately adjust their levels of discipline with the content. The teacher can measure both the individual and class progress as a whole and can respectively adjust the learning experiences in order to better meet the needs of both.



Assessment Process

The teacher selects appropriate criteria (as designated by the MYP subject guide) for a unit of study. These criteria have grade-specific descriptors which clearly indicate various levels of student performance in these areas.

The teacher designs a summative assessment that will be used at the end of the unit to determine student achievement levels on these criteria.

While planning the unit, the teacher designs several formative assessments to be given throughout the unit. The purpose of these assessments is clear, and the teacher indicates a plan for providing feedback and establishing goals for individual students based on their outcome.

The teacher clearly communicates the criteria and goals for the unit of study, including the descriptors that will be used to determine which level of achievement they have attained by the end of the unit.

Throughout the unit of study, students will use data and feedback from the various formative assessments to determine how well they are progressing toward the goals of the unit.

The teacher will use the formative assessment data to provide learning experiences that are appropriate for each student to help them progress toward the mastery of knowledge and skills in the unit.

A summative assessment will be given at the end of the unit.

The teacher uses the criteria in the MYP subject guide to determine student achievement levels based on the summative assessment. This process should include collaboration with other teachers of the same year/subject to ensure the standardization of the assessment procedure.



Assessment Evaluation

Each subject group has four criteria (A, B, C, and D) that are used to evaluate student progress.

Within a subject, each criterion has several strands that are assessed independently. The example below shows the strands that are assessed in criterion A and B in a Physical and Health Education course.

Within a unit of study, each teacher selects one or more strands from one or more criterion to be the focus for that unit. These are clearly communicated to students, as are the rubrics that will be used to evaluate student achievement by the end of the unit.

The example on the next page shows a rubric that would be used to assess criterion B (Developing Skills) in the Arts subject group for year 5 (9th/10th grade) students.

Student work on the summative assessment is evaluated using the rubric, and achievement levels are recorded.

Each strand will be assessed at least twice during the school year to give an accurate account of student achievement.

Standardization Process for Assessments

Teachers regularly collaborate to ensure that assessments are in keeping with the school's philosophy and are best suited for determining student achievement.

Units of study and summative assessments are written in collaborative teacher groups so that every student enrolled in the same course receives the same opportunity to display the knowledge and skills emphasized in that unit.

Awarding student achievement levels on summative assessments should be done in collaboration with every teacher teaching the same subject in the same year. For example, every teacher teaching 9th grade Communication Arts should be collaboratively scoring summative assessments from the same unit. This ensures an understanding among staff in regard to what specifically constitutes different levels.

Regular discussions of assessment evaluation procedures should be part of ongoing



staff development and departmental sessions.

Connection between MYP Levels and Numerical Grades

Each student will be assessed on each strand of each criterion at least twice within a given school year (per subject).

Students' scores will be evaluated from 0-8, and include specific descriptions of achievement (as seen in the rubric in the previous section).

These levels must be reported to students and parents. However, they are not the same as the letter grades that will be reported on district report cards.

Letter grades on district report cards reflect a numerical average on assessments throughout a marking period. Teachers assign numerical grades based on various criteria, some of which may or may not align to the MYP criteria as outlined in the subject area guides.

Therefore, two measures of student outcome should be available to parents and students at various intervals throughout the year.

Achievement Levels on MYP Criteria

- Evaluated from 0-8
- Reflect achievement in specific knowledge/skill areas
- Rubrics are designed by MYP
- Only summative assessments are considered
- Reports are distributed once per year

Letter Grades

- Range from A-F
- Based on a numerical score (0-100%)
- Grading criteria are established by teachers
- Reflect average scores on all types of assignments and assessments
- Reports are distributed four times per year

In the coming years, teachers will meet to determine a method to convert MYP levels to letter grades and the policy will be revised.



Connection to Local, State, and National Assessment

Summative assessments at the end of each unit are designed with the intent of evaluating students based on the criteria outlined by the MYP subject guides.

However, content knowledge and learning outcomes are determined by state standards and are outlined by the curriculum designed by the School District of Lancaster.

While some summative assessments may clearly assess both the skills in the MYP framework and the content knowledge outlined in state and local standards, additional assessments may be required to measure student preparedness for exams including Keystone Exams, AP Exams, and course final exams.

Inclusion in Assessment

Creating and administering assessments in keeping with the assessment philosophy creates a positive experience that allows for student growth, regardless of ability level.

All state, local, and legal considerations should be made for students with individual learning needs.

Students are supported throughout the learning experience, using data formative assessments to drive instructional decisions, to ensure that all students have the opportunity to achieve successful marks on summative assessments.

Assessments should vary in their output and should show a diversity that reflects the diverse needs of the study body.

The criteria for assessing student work on summative assessments should not vary, but the support provided to individual students should meet the needs of the individual and allow them to display knowledge and skills to their true potential.



Reporting Policy

Teachers will meet next year to discuss best ways to report scores and/or rubrics to parents via Schoology or other means of communication.

Policy Review Protocol

This assessment policy is a dynamic and changing document. It will be reviewed at least once per year, and changes will be made as necessary using feedback from teachers, students, families, and the Office of Teaching and Learning at the School District of Lancaster.

Acknowledgements

The following documents were consulted in the development of this assessment policy.

IBO (2014): MYP: From Principles into Practice

IBO (2017): MYP Subject Guides

Rockridge Secondary School Assessment Policy (n.d.) <http://westvancouver.schools.ca/wp-content/uploads/sites/20/2016/06/Rockridge-Assessment-Policy-2014.pdf> viewed on August 7, 2018

Skagerak International School MYP Assessment Guide(2017)
https://www.skagerak.org/uploaded/MS_documents/MYP_curriculum/assessment_guide_2014.pdf viewed on August 7, 2018