

# **PSD IB MYP ASSESSMENT POLICY**

## **I. Rationale:**

The purpose of this document is to clarify teachers' understanding of the assessment processes within our school settings. This document is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is communicated to, and understood by, all continuing and new teachers, students, parents, and administrators. It is directly linked to IB's 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.*

## **II. Assessment Philosophy:**

### **■ Assessment should be learner-centered:**

- Assessment practices take into account different learning styles, abilities and aptitudes.
- Assessment is authentic and provides opportunities for students to demonstrate what they know, understand and can do.
- Assessment practices recognize and account for cultural and linguistic diversity.
- Assessment is designed to assist students' development of critical thinking and self-evaluation skills and provide them with opportunities to guide their learning and inquiry.

### **■ Assessment should be a shared process:**

- Students are fully aware of how they will be assessed at all stages of the learning process.
- Students are given opportunities to engage in both peer and self-assessment.
- Assessment enables ongoing collaborative reflection between students, teachers and parents, recognizing that each plays a role in the learning process.

- Assessment data is used as the foundation for staff development and collaborative inquiry.
- Assessment should provide meaningful feedback:
  - The assessment process provides students with accurate and prompt feedback about their current levels of achievement and what they need to do to improve.
  - Assessment is tied directly to both the MYP aims and objectives of each subject area and Colorado Model Content Standards.
  - Assessment provides teachers with information to reflect upon and drive instructional practices.

### III. Assessment in Action:

- Planning for Assessment
  - **Unit Plans:** All teaching and learning within the MYP is structured around a unit. Before teaching a unit, teachers collaborate to determine key concepts, a global context, and formative and summative assessments that will be used to monitor what students know and can do within the scope of the unit. In addition, teachers identify key Approaches to Learning (ATL) skills that will help students be successful during the unit.
  - **Formative and Summative Assessments:** Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback. Both formative and summative assessments can be differentiated to meet the needs of all learners (those in integrated services, English language learners, gifted and talented students, etc.)

	Formative	Summative
Description and Purpose	The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. <i>(focus on process of learning)</i>	The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against MYP Criteria and state standards. <i>(focus on product of learning)</i>

Examples	<ul style="list-style-type: none"> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Pre test</li> <li>● Oral check-in</li> <li>● Exit slips</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> <li>● Project</li> <li>● Musical performance</li> <li>● Real-World Scenario</li> </ul>
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- **Effective Assessments:**
  - Take into account a range of learning styles, intelligences, abilities and different cultural contexts.
  - Ask students to recall, adapt and apply knowledge and skills to new questions and contexts.
  - Are authentic and related to how and where the content or skills exist in the real-world.
  - Are measured against a set standard or criteria.
  - Provide appropriate and timely feedback.
  - If summative in nature, are directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills. (FPIP 74)
  
- **MYP and CAS:** Assessment is aligned with the MYP aims and objectives to ensure that the subject-specific content will enable students to achieve the required objectives in each subject group. The objectives of 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. MYP objectives reflect and offer opportunities to develop the attributes of the IB learner profile. (FPIP pg 74) In addition, teachers use the Colorado Academic Standards (CAS) to guide their instruction and assessment.
  
- **Collaborative planning:** Teachers plan assessment tasks collaboratively, both within and across subjects. This planning helps ensure that all students in a course are measured effectively against the same criteria. In addition, horizontal and vertical collaboration help ensure that students are being assessed in a variety of developmentally appropriate ways.
  
- Determining Achievement Levels
  - **Rubrics:** Assessment is criterion-related in all MYP subjects. Students are provided with rubrics that define expectations and align with the appropriate criteria before completing assignments across all content

areas. These rubrics are then used by teachers to determine the student's achievement level.

- **General Achievement Level Descriptors:** All MYP subject groups have four assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent *limited* (1–2); *adequate* (3–4); *substantial* (5–6); and *excellent* (7–8) performance. Each band has its own unique descriptor, which teachers use to make “best-fit” judgments about students’ progress and achievement. (FPIP pg 82) It is important to note that the 0–8 scale does not align with the mathematically calculated percentage grade. For example, a Level 4 is NOT equivalent to a 50%.
  - **The Process of Scoring an Assignment:** When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student’s performance. (FPIP pg 83)
  - **Student Self-Assessment:** Students are given the opportunity to self-assess their work using the same rubric teachers use to assess their work. This gives students an opportunity to be involved in the assessment process and become reflective learners.
- **Recording and Reporting**
- **Requirements:**
    - Students are assessed against each of the MYP criteria strands a minimum of twice over the course of the year in all subject areas.
    - All 4 criteria will be equally weighted into the final course grade. (This does not necessarily mean that they will be assessed the same number of times)
  - **Inappropriate Grading Practices** (FPIP pg 92) The chart below shows grading practices that have been identified by the IB as inappropriate and counter

to MYP assessment principles. In addition, the more-appropriate alternatives to each practice are demonstrated in the right-hand column.

Inappropriate Practices	Better Practices
Determining grades using a proportion of scores for classwork, homework and tests. (that is, weighting categories of assignments)	Formative assessments prepare students for success on summative assessments. Summative assessments measure students' performance against the MYP Criteria and are used to determine students' overall grades.
Determining grades by averaging summative performance scores over the year.	Most recent and consistent levels are used to determine a student's overall score on each of the 4 criteria.
Using single pieces of work to determine final grades.	Teachers use a variety of evidence, collected over time, in all 4 criterion in order to determine an overall class score.
Schools can determine MYP grades and then convert them to grades for other systems. It is not acceptable to determine grades for other systems and then convert these to MYP grades.	Teachers use rubrics to design and assess student performance. Everything that goes into a student's course grade should be assessed against an IB rubric first.

- **Determining a Final Course Grade:** Individual assignment grades are **NOT averaged** over the quarter in the IB system. If a student performs poorly on an assignment, but then consistently achieves higher, the lower grade will not factor into the final grade at all. Students' grades will be determined by using the most **recent** and **consistent** levels achieved on assignments. Students will have several opportunities to show their achievement on the 4 criteria throughout the year. Because of this, Quarter 1 and Quarter 3 reports are only **progress reports**. Each quarter's scores will carry over into the following quarter so that the final score for Quarter 4 is a representation of the student's performance over the whole year. \*See *Additional Resources (V) for the conversion chart to letter grades for high school credit-bearing courses*.

- **Professional Judgement:** Final course score will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. (FPIP 91)
- **Student/Parent Vue:** Assessment is recorded using an electronic grade book program that is accessible to parents and students at all times through Pinnacle Internet Viewer.
- **Conferences:** Conferences are designed to: report to parents their students' growth from the beginning of the year; have students reflect on their own growth and take ownership for their own learning; set goals with the student and parent to insure the student's continued success.
- **Report Cards:** Report cards are issued electronically at each quarter. Quarters 1, 2, and 3 offer snapshots of a student's progress in each course. Each class's report includes: a student's current level for each of the 4 criteria, an overall score for the class, and a student's performance on each of the 5 ATL skills.

#### IV. **Additional Information:**

- A. **District/State assessments:** When it is required, PSD IB schools administer state and district assessments. State assessments, such as CMAS, do not factor into a student's class scores. District assessments may be incorporated into a student's overall score if it has been appropriately aligned to an MYP Criterion Rubric.
- B. **Analyzing assessment data:**
  - Assessment data is used for the purpose of identifying whole-school programme goals.
  - Assessment data is used to set goals that address students' learning needs, plan curriculum and drive instruction which and therefore increase effective teaching, and overall student learning.
  - Assessment practices are regularly reviewed in light of programme development.

## V. Additional Resources

- IB Publications Related to Assessment
  - *MYP: From principles into practice (FPIP)* (2014)
  - Best Fit Approach
  - Subject Guides
- Sports Eligibility Determination: Eligibility is determined weekly and is based on the student's current grades, among other factors. For a more complete description of the eligibility policy, please contact the school's athletic director.
  - A student shall be declared ineligible for the next athletic event if s/he has two or more scores of 2 or below. At PHS, this corresponds with 2 F's (failing grades).
- Conversion chart to a letter grade:
  - Poudre HS: Because PHS is still tied to a traditional A-F grading system (4-point GPA), students individual MYP assessment scores are converted to a % grade in the given class and then included as part of the cumulative grade for a given grading period (semester). This conversion process looks a bit different in each subject area based on state standards and district/common assessments. Many classes will even change the conversion chart at semester in order to honor students' growth in using the MYP criteria as indicators of their learning.
  - Lesher/Lincoln MS: The chart on the following page is to be used to convert MYP scores to a letter grade for high school credit-bearing course for math and foreign language classes taken at the middle school level. The *MYP Boundaries* are calculated by adding the 4 criterion scores for a class.

### Conversion Chart for High School Credit Courses

<b>PSD Grade</b>	<b>MYP Boundaries</b>	<b>Descriptor</b> (FPIP pg 93)
<b><u>A+</u></b>	<b><u>28 – 32</u></b>	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.
<b><u>A</u></b>	<b><u>24 – 27</u></b>	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.
<b><u>B+</u></b>	<b><u>19 – 23</u></b>	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.
<b><u>B</u></b>	<b><u>15 – 18</u></b>	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.
<b><u>C</u></b>	<b><u>10 – 14</u></b>	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.
<b><u>D</u></b>	<b><u>6 – 9</u></b>	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.
<b><u>F</u></b>	<b><u>1 – 5</u></b>	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.