

Glenforest Secondary School: Middle Years Programme Assessment Policy

Developed January 2015

Overview

The assessment practices at Glenforest Secondary School reflect the involvement of all stakeholders within our educational community. The Peel District policy #14 and the Ontario Ministry of Education document ***Growing Success*** are followed in a parallel fashion with the IBO policies, many of which are similar, if not identical. Assessment follows the format as outlined in the document *MYP: From Principles into Practice* and adheres to subject specific aims and objectives.

For all stakeholders, it is the common philosophy that assessment at our school be used to support and improve student learning. The GFSS and the Peel District School Board mission statements are underpinned by all assessment practices. Curriculum chairs and administrators manage, review, and analyze assessment data to help drive professional development activities within the school. Assessment data is shared with parents a minimum of 4 times per school year.

Assessment starts with the teacher's use of subject specific assessment criteria from course guides and the application of age and task specific indicators on Assessments-- As, For and Of Learning using a variety of methods including written, oral and performance based assessments and tasks. Teachers use a best fit approach based on the strand descriptors in the MYP subject assessment criteria when determining student performance.

Students take part in their own assessment through self and peer assessment for the purposes of reflection on practice in order to drive improvements in their own learning.

The assessment policy for the MYP programme is made available to all members of the school community through description of the process of assessment on course outlines as well as discussion of assessment practices within classes and at parent/teacher conferences. Information regarding MYP Criterion Referenced Marking is also discussed in the MYP IB Information night in September of every school year.

The GFSS IB Language Policy addresses language of instruction, language acquisition, mother tongue and ELL support, as well as professional development, all of which aligns with the assessment policies and practices in this document.

The GFSS IB/MYP Admission Policy ensures students have a previous experience and understanding of the IB philosophy as well as assessment practices before beginning the DP Programme.

Articulation of Assessment -- Planning for Assessment and Assessment Strategies:

Roles and Responsibilities

Assessment at Glenforest Secondary School is a collaborative process which includes students, teachers, and administrators. Students play an active role in assessment through negotiation of deadlines with teachers, developing task specific criteria to compliment the MYP assessment criteria, and providing feedback through self and peer assessment on Assessment As and For Learning. Assessment is also used as a driving force when planning curriculum both within subject areas and when interdisciplinary activities allow.

GFSS believes that assessment

- Monitors the progress of student learning and achievement;
- Produces coherent feedback for students, parents and external institutions; and
- Informs curriculum and assessment review.

GFSS recognizes that students

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

The teacher can expect the student to

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work – homework, class work, assignments and projects, etc. – on time and with due diligence;
- Present work neatly and appropriately, as required by each subject and in accordance with IB requirements for examinations.

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time.

Assessment data is used to drive instruction and student practice through the reflective use of Assessment As and For Learning. Administrators and curricular heads use assessment data to identify areas of need within assessment practices and develop professional development

opportunities to improve best practice at the school.

Within subjects, **standardization of assessment** occurs in the form of teachers marking common exemplars of student work in order to foster conversation around the interpretation of assessment criteria and their descriptors and the awarding of achievement levels. In addition, MYP Core Meetings take place monthly where there is ongoing discussion and moderation practices to ensure consistent evaluation in each of the 8 subject areas.

Grading / Marking / Feedback and Reporting on Assessment

Throughout the curriculum and instructional process, assessment should

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know using the “best fit” approach
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students’ acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized, moderated and reviewed;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world;

All teachers are encouraged to provide abundant written feedback on *Assessments* in order to help guide student learning. Students are encouraged to reflect on their performance on assessments in a number of ways including journaling, reflective responses, class discussions, and creating time management and study plans.

Given that the assessment of MYP candidates is largely determined by Internal Assessments (with the exception of external moderation of Personal Projects beginning 2015) anytime an overall mark is given, whether at the end of year 5 (grade 10) or when publishing interim report card results, the mark is determined using the MYP descriptors on each criterion, and most recent and most consistent results of the student to determine their IB level on the MYP SO (Middle Years Programme Schools of Ontario Assessment Chart—please see attached)

Finally parent/teacher conferences are available any time within the academic year to address specific concerns parents, teachers, or students are having with regards to assessment.

Determining the Final DP Level of Achievement (Predicted Grades)

1. Collecting the information

Teachers will use assessment tasks to make judgments of their students' performance against the MYP assessment criteria at intervals during the school year in their subject. Many of the assessment tasks will allow judgments of levels to be made with regard to more than one criterion.

For the purposes of awarding final grades, teachers must ensure that, for each student, they make several judgments against each criterion. This can be achieved by using different kinds of assessment tasks more than once, or by incorporating other types of assessment activities. Each MYP subject area may have a unique number of criteria, however at least two judgments must be made against each criterion thorough out the time allotted to a course. Obviously more-complex tasks will allow students to be assessed against multiple criteria; therefore the final MYP level awarded may rest on a limited number of tasks.

2. Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level of achievement for each criterion. Where the judgments for a criterion differ for specific assessment tasks, the teacher must use their professional judgment to decide which level best represents the student's final level of achievement.

Important: Teachers **should not** average the levels of achievement for any given criterion. Students can develop academically right up to the end of the programme, and teachers must make a professional judgment (that is also supported by work completed) as to which level best corresponds (best fit) to a student's general level of performance for each of the criteria towards the end of the programme.

3. Determining the final criterion levels total

The final levels for each criterion must then be added together to give a total out of 32 from the **final criterion levels** for the subject area for each student. The maximum value is the same for each MYP subject area, as are the level mark boundaries.

4. Determining the final Level of Achievement

Grade boundaries must be applied to the criterion level totals to decide the final IB level of achievement (levels 1-7). These grade boundaries are located on the course of studies for each subject and must be in accordance with the most up to date descriptors from MYP. The use of

the IBSO table of equivalents will be used to report achievement on provincial report cards.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest). The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the grade boundaries to determine a student's final level of achievement, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.