



Carson Graham IB World School

Assessment Policy MYP & DP Programmes

Policy Date: May 25, 2018

Philosophy:

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

Teachers make decisions about student achievement using their professional judgment, guided by criteria that are public, known in advance and precise, ensuring that assessment is transparent.

The single most important aim of assessment is that it should support curricular goals and encourage student learning in response to learning targets. **This is achieved by assessments measuring** students' achievement levels against published criteria that are derived from the course aims and objectives. **To be fairly measured**, students need to understand the assessment expectations. The expectations should be introduced early in the course and be the focus of class and homework activities. Assessment requirements make it clear how summative assessment will be conducted, and how students will be assessed at the end of each unit and evaluated at the end of the course.

Assessment in the IB 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 programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Assessment at Carson Graham adheres to the NVSD Policy 209: Student Assessment while also following the guidelines for IB assessment.



Applicable IBO Standard:

Standard C4: Assessment

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP personal project and the DP extended essay.

Student's Roles and Responsibilities:

Students are expected to:

- Engage in the learning process
- Be active participants in the assessment of their learning
- Understand assessment expectations, standards and practices

Teacher's Role and Responsibilities:

Teachers are expected to:

- Collaborate with department colleagues to design and implement assessment tasks that support and encourage student learning in response to course objectives including, conceptual understandings, curricular competencies, and curricular content.
- Use formative and summative assessment to support and encourage student learning.
- Provide timely and regular feedback to students on their performance.
- Deliver direct instruction on the Approaches to Learning skills and support students' self-assessment of their skills.



Procedures and Practices:

a) Assessment practices in MYP

Each MYP course contains four major criteria that teachers will assess throughout the school year. The course rubrics are available in advance in the course outlines accessible on the Carson Graham website www.carsongraham.ca under *Quick Links > MYP Course Outlines*. All four criteria will be assessed and reported on by term 2.

By June, each student in grade 8, 9 and 10 will receive a level from 0 to 8 on each of the four course criteria for a maximum score of 32. This score will be converted into a final level out of 7.

b) Assessment practices at the senior level

Assessment in grade 11 & 12 courses will strive to connect to the philosophy of IB assessment while adhering to the procedures for the BC Ministry. Although particulars may differ course by course, assessment will follow the Ten Principles of Assessment outlined in the [Handbook for Assessment, Evaluation and Reporting](#) developed by the North Vancouver School District.

c) Assessment in Diploma Programme Courses

In line with the philosophy of the IB Diploma Programme, throughout each two-year IB course, students are formatively assessed against course objectives on the 7-point scale. DP students are assessed on school-based tasks, IB internal, and IB external assessments. School-based assessments are essential for student success and contribute to the students' report card marks.

Report card marks are snap shots at the time of reporting that reflect student work completed in preparation for formal IB assessments. Report card marks are reflections of what knowledge, skills and understanding students have consistently demonstrated by the time of reporting. Grade 12 IB report card marks reflect student growth from the beginning of each IB course and consider grade 11. School marks, including final school marks, are separate from final IB grades.

Final IB grades for each course are awarded by the IBO in July. Final IB grades are based on a combination of Internal Assessments (IA's) and External Assessments (EA's) including IB final examinations. Final IB levels assigned by the IB at the end of a course correspond with grade descriptors unique to each group of subjects in the IB Diploma Programme.

As required by the Ministry of Education, students are assigned a percentage in their IB courses that reflects their achievement in relation to the equivalent BC Curriculum course.



d) Teaching and Assessment of the Approaches To Learning (ATL)

At Carson Graham, we focus on the 5 Approaches to Learning (ATL) skills described by the IBO (thinking, communication, social skills, self-management, and research skills). Teachers deliver direct instruction in the 5 areas and support students' development of those skills across the curriculum. This focus on ATL is designed to support students in developing the foundational skills for being successful lifelong learners. Annually, students reflect on their own skills development and complete a formal summative self-assessment using evidence from their curricular and co-curricular activities.

e) Reporting

Student progress is formally reported on 3 times per year. Additionally, parent-teacher interviews are held twice per year, and interim reports are sent home on an as-needed basis in adherence with NVSD Policy 203: Communicating Student Learning to Parents (Reporting).

Links to other policies

- Special Education Policy
- Academic Honesty Policy
- Language Policy
- Learners of Distinction/Honour Roll
- District assessment handbook

References/Additional Resources/Links to Further Information:

DP: From Principles into Practice. (2015). Cardiff, Wales: International Baccalaureate Organization.

MYP: From Principles into Practice. (2014). Cardiff, Wales: International Baccalaureate Organization.

Policy Review Procedures and Dates:

May 25, 2018