

IB MYP Assessment Policy

School for Global Leaders

Assessment Philosophy:

Assessments provide data and allow for analysis regarding student performance. Assessments allow teachers to identify what the students know, understand, can do, and what they struggle with. Students can also use assessments to get to know themselves better as learners and be actively involved in setting learning goals and monitoring their own growth. To best support students on their learning journey, The School for Global Leaders team is committed to applying assessment practices throughout the different stages of the learning process.

Purpose of IB MYP Assessment for Students:

- Provide consistent, timely feedback for the purpose of reflection and growth.
- Support revision practices at various points in the learning stages.
- Identify strengths and weaknesses in components of the subject area.
- Promote student responsibility and ownership of learning.
- Encourage students to self-advocate.

MYP assessments should allow students to...

- Analyze their learning and identify areas for improvement.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Be reflective and partake in self and peer evaluation.
- Express different points of view and interpretations.
- Be responsible for their learning, including goal setting, planning and seeking support.

Purpose of IB MYP Assessment for Parents:

- Communicate consistent, timely feedback and opportunity for conversation.
- Allow parents and teachers to work together as advocates of student learning.
- Provide transparency of curriculum and unit objectives.
- Celebrate growth with their child.

Purpose of IB MYP Assessment for Teachers:

- Enhance student learning.
- Track and monitor the individual progress of student achievement.
- Track and monitor progress for classes and various sub groups.
- Determine the effectiveness of teaching strategies.
- Guide curriculum development, review, and revision.
- Guide instructional practice.

MYP assessments should allow teachers to...

- Track student attainment and progress throughout the year.
- Communicate to students areas of strength and places for growth.
- Highlight student strengths and provide opportunities for extension.
- Identify areas of concern with student learning (for individuals and groups of students).
- Construct remedial activities for students who are not working at the expected grade level.
- Differentiate and create tools/supports that provide students with access to challenging concepts and skills.
- Provide students with regular, specific feedback on the development of academic skills.
- Offer feedback to parents on their child's performance.
- Collaborate with parents to enhance the child's learning.

Assessment Expectations:**Students should...**

- Have a clear idea of the assessment criteria and structure.
- Receive clear and timely feedback following assessments.
- Be given prior notice of any assessment.
- Understand how the assessment will be evaluated/scored.
- Be aware that failure to meet set deadlines could affect attainment.
- Follow expectations outlined in School for Global Leader's [Academic Honesty Policy](#).

Teachers should...

- Organize continuous assessment according to specified criteria that correspond to the objectives of each subject group.
- Follow an assessment schedule developed by the content team and approved by school administration.
- Include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection as part of the on-going assessment process.
- Create real world tasks that involve a transfer of skills across content areas and provide task-specific clarifications for summative assessments.
- Use student work to standardize assessments of real world tasks with the content team.
- Record, track, and report student attainment and progress in alignment with MYP requirements.
- Use student performance as a feedback mechanism to modify the curriculum when necessary.
- Provide meaningful opportunities for students to participate in, and reflect on, the assessment of their work.

- Support students in following expectations outlined in School for Global Leader's [Academic Honesty Policy](#).
- Be in frequent communication with all students' service providers as outlined in School for Global Leader's [Inclusion Policy](#).
- Use a variety of assessment tools to assess student learning.

Types of Assessments:

Teachers assess all content areas through formative and summative assessments. American Standard English is the primary language of instruction and will be used for most assessments. In cases where the student is not proficient in the English language and the content being assessed is not language-based, the assessments may be given in the student's home language. Instruction protocols for students whose home language is not American Standard English is outlined in School for Global Leader's [Language Policy](#). In addition to quizzes and tests, other forms of assessment are used to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (written assignments, research papers, labs, real world tasks, ATL skill continuums, checklists, oral presentations, quizzes and tests, peer and self assessment). All types of assessments are modified when necessary in order to meet the needs of our special education students, as outlined in School for Global Leader's [Inclusion Policy](#).

Pre-Assessments:

Pre-Assessments are a type of formative assessment and are given at the start of each unit of study. Their purpose is to:

- Assist the teacher in planning learning activities for the unit
- Activate prior knowledge
- Access what students want to learn about

Formative Assessments:

Formative assessments take place before, during, and occasionally after the unit is taught. Effective formative assessment provides teachers with insights into the ongoing development of knowledge, understanding, skills, and perspectives of the unit. They are not used to determine a final IB MYP score. Formative assessment allows teachers and students the opportunities to explore personal learning styles and individual student strengths, challenges and preferences. Formative assessments may take the form of a quiz, oral feedback, observation notes, checklists and discussion. Peer and self-assessment are integral parts of formative assessment. Formative assessments:

- Are interwoven within daily learning and instruction.
- Allow for students to transfer skills across content areas.
- Allow the teacher to make necessary adjustments to teaching plans and methods.
- Involve students as they reflect on their own approaches to learning.

Summative Assessments:

Summative assessment is a culminating assessment, which gives information on students' mastery of content, knowledge, or skills from a unit or set of units. Teachers utilize assessments at the end of a unit or semester to verify that students have learned the skills and/or knowledge taught. Summative assessments:

- Are designed before the unit is taught.
- Occur at the end of the teaching and learning process.
- Provide students with opportunities to demonstrate what they have learned.
- Address a variety of learning styles.
- Require teachers to give students prior notification of summative assessment tasks in order to prepare for the assessment.

The [New York State Exams](#) are a form of summative assessment. According to the New York City Department of Education, "These assessments continue to support [student] instruction, to determine eligibility for certain programs, and to provide information on progress toward mastery of grade-level learning standards."

Types and Examples of Summative Assessment Tasks:

- Unit tests: can include multiple choice, short answer, and/or essay questions
- Performance-based assessment: Students demonstrate knowledge of dance steps in Physical Education, district performance based assessments for Math and English, or playing an instrument in Music.
- Projects: Students create an at home science experiment, a magazine demonstrating cumulative subject knowledge, or an art project.
- Presentations: Students present information about a specific topic in front of a specified audience.
- Computer-based assessment: Students participate in a multiple-choice quiz after participating in an online simulation or completing tasks using adaptive software.
- Research projects: Students investigate and report on a self-selected topic relevant to a specified area of study.
- Creative Expression: Students utilize Garage Band software to compose an original song, students write a poem according to a specific genre, or a scene from a play

Achievement Levels for Summative Assessments:

Assessment for all courses in all years of the MYP is criterion-related, based on four equally weighted assessment criteria. Subject groups must assess all strands of all four assessment criteria at least twice in each semester of the MYP. The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and Literature	Analysing	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 Evaluation	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 Analysing	Developing Ideas	Creating the Solution	Evaluating
MYP Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesizing	Communicating	Reflecting

Each criterion has eight possible achievement levels (1-8) divided into four bands that represent limited (1-2), adequate (3-4), substantial (5-6) and excellent (7-8) performance. A student who does not reach a standard described by any of the descriptors will be awarded a '0' achievement level. Teachers use the grade descriptors to make 'best-fit' judgements about student progress and achievement.

Assessment Measures: Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:

- Accuracy measures such as percentages
- Numerical value such as point allocation
- Checklist
- Rubric (teacher-created, curriculum embedded, and IB MYP rubrics)

Mid and End of Year Achievement Levels:

Students will receive an overall achievement level for each subject at least twice per school year. Achievement levels are based on the cumulative score of the four

summative assessment criteria. In most instances, NYCDOE mastery levels are aligned with their cumulative score. The rubric is as follows:

Cumulative Assessment Criteria Score (Boundary Guidelines)	Descriptor	New York State Mastery Level Equivalency
1 - 5	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.	Approaching Standards
6 - 9	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.	Approaching Standards
10 - 14	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.	Meeting Standards
15 - 18	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.	Meeting Standards
19 - 23	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.	Above Standards
24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and	Above Standards

	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.	
28 - 32	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.	Exceeding Standards

Assessment Data:

Tracking and Recording Assessment Data:

- Teachers will use a IB MYP rubric for each subject area assessment criteria a minimum of two times each school year. The assessment criteria and point values vary for each of the eight disciplines.
- All teachers record assessment scores and assignments electronically in Managebac which is then inputted into STARS Classroom for final report card grades.
- Progress reports will be sent out periodically throughout the school year.

Reporting Student Achievement Data:

- Parents have the opportunity to meet teachers and review coursework and student progress during Back to School Night in the fall and during Parent Teacher Conferences, held multiple times throughout the school year.
- Parents have the opportunity to meet teachers and review coursework and student progress during weekly parent engagement time.
- Exemplar work is posted in classrooms, hallways, and offices in the building.
- Teachers maintain data on student growth and assessments throughout the year.
- Managebac curriculum, assessment and progress information available to all students and parents.
- Students self- assess and reflect upon assessment during student-led conferences.

Grading Policy:

There are three marking periods throughout the school year. There will be a final, summative marking period grade for each subject area. Summative marking period grades will be reported on criteria that have been assessed by the culmination of the course.

IB Standard C4: Assessment

Assessment at School for Global Leaders reflects IB assessment philosophy and meets all components of IB Standard C4:

- **Standard C4.a:** Assessment at the school aligns with the requirements of the programme(s).
- **Standard C4.b:** The school communicates its assessment philosophy, policy and procedures to the school community.
- **Standard C4.c:** The school uses a range of strategies and tools to assess student learning.
- **Standard C4.d:** The school provides students with feedback to inform and improve their learning.
- **Standard C4.e:** The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
- **Standard C4.f:** The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
- **Standard C4.g:** The school analyzes assessment data to inform teaching and learning.
- **Standard C4.h:** The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- **Standard C4.i:** The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.

Sources Referenced:

[IB MYP Handbook](#)

[IB Programme Standards and Practices \(page 16\)](#)

[Bloomfield Hills School Assessment Policy](#)

[Richardson School Assessment Policy](#)

Policy Created: March 22nd, 2021, *Revised March 2022*

School for Global Leaders will hold a yearly review of the Assessment Policy.