

Endeavor International School

Middle Years Program

Assessment Policy

Philosophy

Endeavor International School's (EIS) staff recognizes that assessment is a fundamental part of the teaching and learning process, and as education becomes more learner-centered, assessment must also follow it. At EIS the teachers also recognize assessments as a bridge between teaching and learning by informing both teachers and students what the next step in the instructional process should be through feedback. EIS's faculty believes that assessments are continuous, must meet the individual needs of the learners, and support the holistic nature of the MYP by considering the unique development of the whole student. EIS's faculty also believes that assessment throughout our program should be used to support student learning and achievement.

Rather than only consider assessments as formative and summative, we recognize the three types of assessment: assessment FOR, AS and OF learning and implement them accordingly. Traditionally, assessment OF learning was used frequently, however it often provides the least benefit for the learner. Assessment FOR learning and assessment AS learning help the learner evolve and allows the teacher to support and facilitate the learning process most effectively.

Purpose

The purpose of the assessment policy is to set out the responsibilities of the students, teachers, and parents, together with the school's expectations with regard to assessment tasks to ensure the assessment process is transparent, equitable and relevant.

Purpose of Assessment for Teachers:

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

Purpose of Assessment for Students:

- To provide consistent, timely feedback and opportunity for reflection
- To give a “time stamp” of what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

Purpose of Assessment for Parents:

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of curriculum

Responsibilities

Student Responsibilities

Students are responsible for:

- Demonstrating a positive attitude, focusing and staying on task in class
- Being organized with materials and assignment for class
- Seeking help when they need to better understand a concept or skill
- Using an organizational tool such as an assignment calendar or planner
- Submitting work on time according to course deadlines
- Assessing and reflecting on their progress on both formative and summative assessment tasks

Teacher Responsibilities

Teachers are responsible for:

- Knowing and understanding the learning outcomes, including MYP objectives and Ga standards
- Ensuring that each assessment criteria in the subject is assessed at least twice a year.
- Providing clear expectations through the use of the MYP rubrics.
- Providing opportunities for students to self-assess and reflect on their learning.
- Using formative assessment data to modify teaching and summative assessments to evaluate individual student progress.
- Maintaining open lines of communication with students and parents/guardians.
- Analyzing assessment data to identify patterns of individual student performance and needs to ensure appropriate modifications and/or accommodations occur.
- Working in collaborative teams to design and evaluate common assessments.

- Recognizing diverse learning styles by using a variety of teaching and assessment strategies.
- Providing timely feedback on student performance.

Principles of Assessment

- Assessments will be differentiated to account for students' diverse needs.
- Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning, and real-world contexts.
- Assessment tasks will include clear, consistent use of command terms.
- Students with identified learning needs will receive accommodations based on their learning plans.
- All work submitted for assessments must be the student's own work.
- Students will receive timely and meaningful feedback on their performance on assessment tasks.
- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

Common Practices in Using MYP Assessment Criteria

Teachers do the following in order to have common practices around determining achievement levels on IB rubrics:

- All teachers use MYP subject group assessment criteria rubrics
- Rubrics and assessment tasks are developed, implemented and sometimes assessed collaboratively by MYP teachers with reference to both relevant MYP guides and subject group overviews.
- The prescribed MYP rubrics are made task-specific. Students are given the appropriate rubric at the beginning of the unit so that they know and understand where they are going in the learning process. When the assessment is returned to the students, they receive feedback from the teacher regarding their progress against the criteria.
- Exemplars may be made available to students

Common Practices in Determining Achievement Levels

- Teachers discuss how the command terms are used in the rubric.
- Teachers standardize grades by comparing grading practices and agree on a common level for each summative task.

- In PLCs, teachers standardize their expectations for achievement by writing common assessments, using common rubrics and by discussing what they will be looking for in student work in order for a student to achieve at a certain level.

Assessment Strategies

Multiple and varied assessments will be employed to evaluate student achievement. It is encouraged that teachers write performances of understanding using the Wiggins and McTighe GRASPS method. These authentic tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations. Examples of various assessments include:

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Process Journals
- Verbal discussion/ Socratic seminar
- Individual and group work
- Open-ended tasks
- Labs
- Presentations using a variety of tools (Prezi, Powerpoint, Glogster) and in a variety of ways (oral, written, graphic)

Formative assessments (for and as learning) will be ongoing throughout the program using criteria related to the objectives. Formative assessment is a feature of all teaching and learning in the MYP program and is vital to the learning process.

Summative assessments (of learning) contribute to the determination of the achievement level. This usually takes place at the end of the MYP unit of work or at the end of the semester. As students are assessed continually in the MYP program, teachers will be able to determine a level of achievement during a learning period.

Common practices in recording and reporting student achievement

Teachers are using grading platforms to record IB grades. When reporting grades to parents:

- Evidence of learning will be shared with parents during conferences and on report cards (quarterly at the middle school and each semester at the high school.) Our report card contains letter grades
- MYP assessment criteria scores are reported in ThinkWave and parents can view those grades through their parent portal account.

The scores are written as a whole number, 1 to 7. This table shows what percent and letter an IB score may reflect in a traditional grade-book.

IB Grade	Letter grade	Classic Grade %	Descriptors
7	A+	96-100	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.
6	A	90-95	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.
5	B	80-89	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.
4	C	70-79	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.
3	D	60-69	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.
2	N/A	50-59	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.
1	N/A	<50	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.

IB grades will also be reported to parents during student and parent conferences. Student grades, assignments, and teacher comments can also be viewed 24-hours a day through the ThinkWave Application.

Reviewing our Assessment Policy

A committee made up of school leadership and staff will be formed to review the policies. The policy will be reviewed and revised as needed and the communication of the changes will be presented to all stakeholders.