

# **MYP Assessment Policy**

## **International Baccalaureate School 0703 Middle Years Programme**

### **XXXIII Liceum Ogólnokształcące im. Mikołaja Kopernika, Warszawa**

*"The term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged."*

Black & William (1998)

***This MYP Assessment Policy has been developed in accordance with the following IBO publications: Coordinator's Handbook and MYP: From Principles into Practice.***

## **Introduction**

IB School No 0703 Middle Years Programme XXXIII Liceum Ogólnokształcące im. Mikołaja Kopernika Warszawa recognises that assessment underlies all teaching and learning. It involves identifying, gathering and interpreting information regarding students' learning. The overarching purpose of assessment is to provide feedback to both teachers and students on student performance, achievement and progress, and, by implication, to set the direction for further teaching. Its results are regarded as an invaluable source of information, essential in the process of modifying and refining the teaching-learning cycle.

Through education the school aims to teach students to be good individuals and citizens of their communities. It strives to develop their intellectual and ethical virtues, such as righteousness, nobleness, wisdom, courage, prudence, independence, trustworthiness, tolerance and openness. Its increased efforts in this respect are underpinned by the principles of the Middle Years Programme. With the encouragement of best practice in mind, the school follows its own Academic Honesty Policy and Procedures.

## **Forms of assessment**

All assessment in IB School No 0703 is carried out internally, and relies on teachers' professional expertise. It is criterion-related, and is based on a set of pre-determined subject-specific criteria published in the relevant MYP subject guides. Our students are familiar with the assessment criteria used in each subject, and understand specific expectations of the tasks which they are given.

Teachers in IB School No 0703 make use of a wide variety of assessment tasks, strategies and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes. Tailored to students' differing levels of understanding and individual learning styles, the assessment tasks, strategies and tools applied by our teachers also facilitate holistic education.

In IB School No 0703 a balance is maintained between formative and summative assessment. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit.

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable to evaluate themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of checklists and rubrics, such an alternative form of assessment facilitates students' reflection on both their academic and cognitive growth. The ongoing interaction between teachers and students also allows for the learners' self-correction.

All internal assessment is planned in the first stage of creating an MYP unit of work and is used consistently throughout it. In the planning phase, what teachers invariably take account of is the areas of interaction, through the context of which teaching and learning take place. With the focus on attitudes, values and skills, the areas of interaction exert a considerable influence on how the core curriculum content is taught. While it is true to say that they form an integral part of the assessment of student work, they themselves are not subject to assessment.

Assessment methods used in IB School No 0703 include:

- case studies
- debates
- discussions
- essays
- journals
- multiple-choice tests
- observation
- projects
- portfolios
- (verbal, multimedia) presentations
- problem-solving
- process journals
- research
- short-answer questions
- selected response, such as written tests and quizzes

IB School No 0703 employs a wide range of reporting strategies about students' progress, such as e-register, regular parents' evenings, report cards, teachers' office hours and presentations (Personal Project in the final year). Written ATL reports, which evidence a range of students' capacities, positive attitudes to work and effective habits of mind, are sent out to parents twice a year. To manage these reporting strategies our school relies to a large extent on information and communication technologies.

When more than one teacher is involved in a subject group for a single year group, standardisation of internal assessment is carried out at the beginning of each term with a view to providing a common system for the application of the assessment criteria.

## Final assessment

In order to determine the final level of achievement in each of the criteria for each student, teachers are under obligation to gather sufficient evidence from a range of assessment tasks. The informed judgments made by teachers reflect their professional opinions about their students' achievement levels, which are by no means an arithmetical average of the summative performance scores throughout the school year.

The table below outlines the general grade descriptors.

Grade	Descriptor
Grade 1	<b>Minimal</b> achievement in terms of the objectives.
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
Grade 3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
Grade 4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

In view of the fact that our school runs the International Middle Years Programme along with the standard national programme, teachers determine students' final grades in accordance with the MYP system and then convert them to the national system using the following conversion scale.

**Subject groups:**

**Sciences (Biology, Chemistry, Physics)**

In order to determine the final grades in the subjects listed above, teachers double students' final Criterion C totals. The corresponding grades in the national grading system are as follows:

<b>MYP</b>	<b>National system</b>
	6
36 - 40	5
30 - 35	4
24 - 29	3
17 - 23	2
0 - 16	1

**Language A Polish, Language B English, Humanities (History, Geography), Mathematics, Arts (Visual Arts, Drama), Technology (Computer Technology), PE**

The final grades in the subjects listed above result from converting the number of points which students earn at the end of each term to percentages based on the total points possible. The grades corresponding to the percentages in the national grading system are as follows:

<b>%</b>	<b>National system</b>
	6
85 – 95	5
71 – 84	4
56 – 70	3
40 – 55	2
0 – 39	1

**Authenticity of students' work**

IB School No 0703 gives due weight to academic honesty and strictly adheres to its own MYP Academic Honesty Policy and Procedures. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school's Academic Integrity Committee. In the course of external moderation samples suspected for academic malpractice are not submitted.

## External moderation

In order to receive IB-validated grades, students in IB School No 0703 can take part in the external moderation process, by which the IB ensures that common grade standards are applied to different subjects. The minimum assessment tasks required for moderation are published in Coordinator's Handbook, and are further explained in the relevant subject group guides. Submitted for all subjects in which students have been registered by the school, moderation samples are sent directly to the moderators appointed by the IB at the addresses indicated in the school tab on IBIS.

While it is true to say that, for practical reasons, internal assessment submitted for moderation purposes in the final year of the MYP depends largely on the written evidence of student performance, in fact it by no means limited to written assignments and tasks. A wide range of assessment tools, strategies and tasks are applied with the intention of optimising the teaching/learning process.

In IB School No 0703 internal assessment is moderated in the following subjects:

<b>LANGUAGE A</b>	<i>Polish</i>
<b>LANGUAGE B</b>	<i>English</i>
<b>HUMANITIES</b>	<i>Advanced geography or history</i>
<b>SCIENCES</b>	<i>Biology or chemistry or physics</i>
<b>MATHEMATICS</b>	<i>Standard/extended mathematics</i>
<b>ARTS</b>	<i>Visual Arts</i>
<b>PHYSICAL EDUCATION</b>	<i>Physical Education</i>
<b>TECHNOLOGY</b>	<i>Computer Technology</i>
<b>PERSONAL PROJECT</b>	<i>Personal Project</i>

Following any adjustment of results, final grades are determined and awarded by the IB. Shortly afterwards, moderation reports and MYP certificates are sent to the school.

## References:

Black, P.J. & William, D. (1998). Inside the Black Box: Raising standards through classroom assessment. London: King's College