



## **CNUSD IB/MYP Assessment Policy (revised) Schools 5195 and 0872**

### **Philosophy**

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration. Students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical-thinking and self-assessment skills. Classroom teachers and students use multiple sources of assessment to guide the effectiveness of instruction and evaluate progress.

CNUSD is committed to the IB/MYP standards and practices and ensuring that the assessment policy is implemented, understood, and supported by all staff members. Parents will be informed about the policy through parent meetings, school newsletters, school websites, and at student/parent/teacher conferences.

### **Purpose of assessment**

Assessment is an essential part of the taught curriculum; it is the means by which we analyze student learning and the effectiveness of our teaching. It is the foundation on which to base our future planning and practice, and it is integral to guiding students through the learning process. Assessment is ongoing, varied, and essential to the success of all IB students. Assessment is necessary for:

- Students—to encourage the start of lifelong learning.
- Teachers—to support their reflection on what to teach and how to teach it.
- School Administration—to support the staff and students and provide necessary time and materials to perform their designated tasks.
- Parents—to highlight their child's learning and development.

#### **1. Responsibilities of Students (to do the learning!)**

- a) Analyze both formal and informal assessment data to monitor their personal growth.
- b) Participate in student-led discussions and explain their own work.

- c) Keep track of their own performance on learning goals.
  - d) End instructional units with self-assessments relative to learning goals.
  - e) Identify challenging goals for their own learning.
  - f) Use data to test assumptions about their own learning.
  - g) Understand and adhere to academic honesty policy.
2. Responsibilities of Teachers (to be able to facilitate the learning!)
- a) Engage in self-reflection on their own practice in order to enhance their effectiveness.
  - b) Analyze assessment data to identify patterns of student performance and needs.
  - c) Teach students how to guide their own learning by providing ongoing feedback.
  - d) Provide timely feedback to students and parents on in-class work and homework.
  - e) Systemically recognize students who make observable progress on learning goals.
  - f) Address all Global Contexts in all disciplines.
  - g) End instructional units by providing students with clear feedback on the learning goals.
  - h) Use meaningful and reliable assessments to inform and improve instruction, including MYP assessment criteria.
  - i) Consider internationalism by developing culturally un-biased assessments which use multiple strategies to thoroughly evaluate student progress (e.g., projects, portfolios, etc.).
  - j) File an incident report when there is a breach of the academic honesty policy.
3. Responsibilities of School Administration (to support the teachers!)
- a) Supports staff in using multiple assessment strategies.
  - b) Provides all student-related data in a timely manner.
  - c) Provides time for teachers to plan and reflect.
  - d) Provides training on data interpretation and use.
  - e) Provides common assessments and time to reflect on results.
  - f) Sets specific achievement goals for the school.
  - g) Offers support when the academic honesty policy is challenged.
4. Responsibilities of Parents
- a) Support the integrity of the IB/MYP program as instructors adhere to the frameworks provided by the International Baccalaureate Organization.
  - b) Follow and monitor their student's progress.
  - c) Provide supplemental support financially, if possible.
  - d) Understand and adhere to the academic honesty policy.
  - e) Allow their child to fully develop and explore their strengths and weaknesses on their own during external assessment projects.

## **Guiding principles of assessment**

The CNUSD staff recognizes that teaching, learning, and assessment are interdependent. We are guided by the following principles:

1. In the curriculum and instructional process, assessment:
  - a) Forms an integral part of the planning, teaching, and reporting cycle.
  - b) Monitors the progress of student learning and achievement.
  - c) Determines the effectiveness of teaching a particular concept.
  - d) Provides data for curriculum review.
  - e) Utilizes a variety of methods (traditional scales, MYP rubrics, IB rubrics, project rubrics, peer review/grading, holistic grading, etc.).
  - f) Should be in a context that is relevant and motivating to students.
  - g) Takes into account the fact that our students have different cultural experiences, expectations, and needs.
  
2. Effective assessments allow students to:
  - a) Demonstrate a range of knowledge, conceptual understanding and skills.
  - b) Use a variety of learning styles, multiple intelligences, and abilities to express their understanding.
  - c) Know and understand, in advance, the criteria for producing a quality product or performance.
  - d) Participate in self-assessment.
  - e) Analyze their learning and understand what needs to be improved.
  - f) Apply concepts that were learned to solve new problems with unfamiliar situations.
  
3. Effective assessments allow parents to:
  - a) See evidence of student learning and development.
  - b) Provide opportunities to support and enhance student learning.

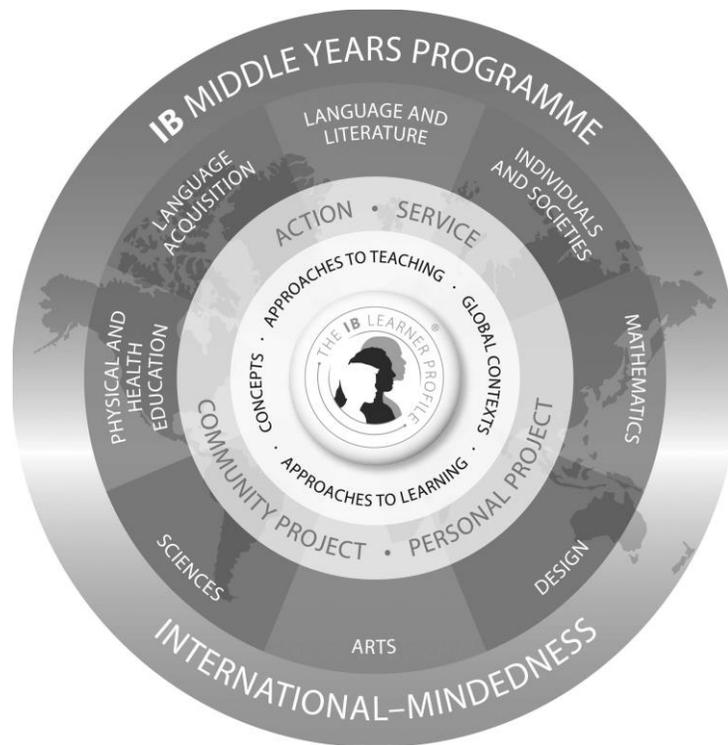
## **MYP Assessment**

- Each subject area MYP teacher will assess each MYP subject criteria a minimum of two times per semester per year. Grades will be recorded on Q in a separate MYP criteria category. These grades do not affect the school grade for the student in that subject. An overall MYP score of 1-7 will be awarded the student at the end of the school year. Parents may access an explanation power point to help them understand the MYP grading.
- Subject area teachers will provide students and parents with copies of IB subject criteria rubrics
- All MYP assessments include reflection. Traditional assessments are included for establishing student grades that include standards-based tests provided by teachers and the school district.

- Examples include timed writes, oral presentations, alternative take-home assessments, personal projects involving investigation, design, analysis, and reflection.

**MYP Assessment Criteria and Assessment Rubrics:**

MYP curriculum is organized through the study of eight subject-groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Each subject-group has four learning objectives that directly correspond to four assessment criterion. The same is true for the Personal Project (Year 5, grade 10) and interdisciplinary units. The program model below shows the structure of the program.



**Parent Information of MYP Criterion Grades:**

- It is the responsibility of the parent to review the criterion scores on Q. A Power Point explanation is provided on the school website as well as through the subject area teachers.

## IB Assessment

- At various times throughout the two-year program, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.
- The International Baccalaureate Diploma Program grading scale is a numerical system from 7 (excellent) to 1 (minimal), with a 4 considered by most colleges and universities as a grade worthy of recognition.
- Because of variables including attendance, timeliness, and accuracy of completed homework, notebooks or special projects required, or performance on formative and summative tests in the classroom, students may perform better in one venue or the other (school grades vs. IB assessment).

### 1. Internal Assessment

- a. In nearly all subjects, at least some of the assessment is carried out internally by classroom teachers, who mark individual pieces of work produced as part of a course of study.
- b. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations, and artistic performances.
- c. Teachers are trained to use criterion referenced rubrics and their scoring is moderated externally to assure international parity.

### 2. External assessment

- a. Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners.
- b. Examples include world literature assignments for language A1, essays for Theory of Knowledge and extended essays, and the annual May examinations.
- c. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

### In addition:

- a. Assessment undertaken by the faculty must be in accordance with the school assessment principles.
- b. Students should be made aware of the assessment tools used before commencing any area of study.
- c. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- d. Feedback to students should be prompt and supportive.
- e. The faculty should keep a clear and accurate record of any assessment.

- f. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers re-read both of the descriptors in question and choose the descriptor which most appropriately describes the candidate's work.
- g. Work turned in for excused absences will be graded at the teacher's discretion. Clear guidelines must be given to the student at the beginning of the school year.

### **Types of Assessments Utilized by CNUSD IB/MYP Staff:**

1. Pre-Assessment:  
Teachers will assess students' prior knowledge and experience before embarking on new learning experience in an appropriate manner. Examples: POD's, warm-up exercises, surveys.
2. Formative Assessment:  
Formative assessment is interwoven with the daily teaching and assists teachers in determining what the children have learned in order to plan for the next stage of learning. Examples: informal quizzes, discussions, teacher generated chapter tests, alternative assessments, projects.
3. Summative Assessment:  
Summative assessment takes place at the end of the teaching and learning processes and provides students with opportunities to demonstrate what has been learned.

### **Strategies for Implementation:**

- Observations
- Performance Assessments
- Process-Focused Assessment
- Open-ended tasks
- Test/Quizzes
- Student Reflections
- Problem based product responses
- Investigations
- Research
- Questionnaires

### **Assessment Tools**

- Checklists-- lists of information, data, attributes or elements that should be present in students' work or performance.
- Exemplars—samples of students' work that serve as concrete standard against which other samples are judged.
- Rubrics—an established set of criteria for rating students in all areas. The descriptors tell the

assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

### **Assessments Missed Due to Excused Absence**

- Any form of assessment in any IB/MYP course that is missed due to an excused reason will be the responsibility of the student to contact the instructor and determine the procedures for making up the missed work.
- Missed work may or may not be made up (at teacher's discretion) depending upon the nature of the assignment and/or absence.

### **Assessment Review**

As a staff, we will review our assessment agreements and policy annually at the end of the school year.