



BMIS MYP Assessment Policy and Procedures

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A: Principles and culture of assessment

At Bishop Mackenzie International School (BMIS), our MYP assessment aligns with the guidelines set out by the International Baccalaureate Organisation (IBO) in *MYP: from principles into practice*, and *Assessment principles and practices*. As outlined in the 'BMIS Learning Framework' (Bishop 25-26), as a school, we have agreed that assessment should be:

- meaningful, measurable, and relevant,
- aligned with curriculum and instruction,
- student centered,
- manageable, and
- varied.

We believe that assessment is integral to the teaching and learning process and that it helps to support student learning through feedback, promotes deep learning and understanding, provides opportunities for students to exhibit what they know and can do, and informs, enhances, and improves the teaching process (IBO).

B: Forms of assessment

B1: Formative assessment

“Nobody grew taller by being measured” (Meighan).

It's not enough to simply measure a student's performance; it's imperative that students receive ongoing information about their learning and how to improve. Formative assessment does this, and underpins the learning process. Often referred to as assessment *for* learning, 'formative assessment is the on-going process of identifying current student attainment and understanding, which is used to provide educative feedback into the learning process. Assessment is truly formative only when the information gathered is actually used to reduce the gap between what has already been learned and future learning needs' (Bishop 26). Formative assessment can be judged against the MYP criteria, in which case the assessment can be used to inform best fit grades. Student peer and self-assessment is an important part of formative assessment, which is strongly encouraged at BMIS.

B2: Summative assessment

Often referred to as assessment *of* learning, summative assessment typically happens at the end of a topic, unit, course, term, etc. In line with the IBO's philosophy, summative assessments at BMIS are 'not just an activity conducted after learning has taken place, but are designed to have an integrated role in teaching and learning' (2017). Units of inquiry are designed 'with the end in mind' and learning experiences throughout the unit should be clearly connected to the summative assessments. There also needs to be a clear relationship between the summative assessments and the statement of inquiry, which teachers and students should be able to confidently explain.

B3: Assessment types

'Assessments focus less on what students know, and more on what they can do with what they know' (Wagner).

Assessments in the MYP should not encourage a simple recall of knowledge; as Will Richardson, co founder of Modern Learner, comments, if the answer can be Googled, it's not a valid form of assessment. Teachers are encouraged to assess in a variety of ways including, but not limited to:

- Compositions
- Creation of solutions or products in response to problems
- Essays
- Portfolios

- Process journals and developmental workbooks
- Examinations (multiple choice/short answer/selective response)
- Questionnaires
- Investigations
- Research
- Performances
- Presentations (verbal/multimedia)

The GRASPS model for assessment is encouraged at BMIS (Wiggins). GRASPS promotes authentic assessment and helps teachers ground tasks in the real-world.

Goal: Establish the goal, problem, challenge, or obstacle in the task

Role: Define the role of the students in the task

Audience: Identify the target audience within the context of the scenario

Situation: Set the context of the scenario

Product: Clarify what the students will create and why they will create it

Standard: Set the standard including: MYP criteria, task specific clarifications, exemplars etc.

Summative assessment tasks during Grade 9 and Grade 10 (MYP 4 and 5) will begin to mirror the types of tasks required in the IB Diploma Programme.

B4: Examinations

MYP Examinations will be conducted at the end of Grade 9 and Grade 10. The purpose of these examinations is to:

- Assess student understanding at the end of a course
- Provide students with an opportunity to:
 - Develop strategies to prepare for examinations
 - Experience examination protocols in preparation for the Diploma Programme (DP)

Because summative assessments in the MYP are not individually weighted, these examinations will not carry any special or additional weighting when it comes to determining levels of achievement. Examinations are optional for Arts, PHE, Design, and Individuals and Societies.

C: Assessing student work

C1: MYP Criteria

All summative assessment tasks are judged against the MYP-published criteria for the subject group. Teachers must regularly report student progress using the prescribed subject-group assessment criteria through ManageBac. Students' summative assessments must be graded and reported on ManageBac within 10 working days of the submission date. Teachers must ensure that they do not alter the standard expected in the MYP-published criteria, or introduce additional objectives outside of the subject objectives identified by the IBO.

The MYP subject-group criteria should be made available to students and regularly used in teaching and learning – this helps to demystify the criteria for students. Students are also encouraged to use the criteria to peer and self-assess their work.

C2: Determining levels of achievement and MYP general grade descriptors

Throughout the academic year, teachers are expected to keep a profile of their summative and formative marks (if applicable). Formative assessment can be assessed using the MYP criteria, and when this is the case, the levels of achievement can be included in the student's profile. In the example student profile below, the formative work has been assessed using the MYP criteria, and that is why it has been included. Teachers can keep a hard or soft copy (eg. ManageBac/Excel) of a student's profile.

ENGLISH LANGUAGE AND LITERATURE				
ASSESSMENT	A	B	C	D
<u>Formative 1:</u> Autobiographical paragraph		4	3	5
<u>Summative 1:</u> Autobiographical paragraph		4	4	6
<u>Summative 2:</u> Analytical comparison	4	5		6
<u>Summative 3:</u> Analytical presentation	4	5		7

When teachers are determining Semester 1 and end of year grades, they are to use the 'best fit' approach – we do not average. To determine the 'best fit' the achievement levels are considered chronologically and the frequency of achievement, trend, and bands are also taken into consideration.

Below is an example of how a teacher can consider the 'best fit' levels of achievement for each criterion.

A	B	C	D
The student has consistently achieved a level 4 on both assessment tasks, therefore the best fit would be a level 4 .	The student began the year achieving a level 4, however the last two assessment tasks clearly show that the child is securely achieving a level 5, therefore the best fit would be a level 5 .	The student has shown progress from a level 3 to a level 4. There hasn't yet been an opportunity for the child to consolidate that level 4. The teacher's professional judgment will be used to decide the best fit, however because levels 3 and 4 are in the same band (remember that the bands are 1-2; 3-4; 5-6; 7-8), the best fit will likely be a level 4 .	The student has shown progress, moving from a level 5 and achieving two level 6's. On their last assessment task the child achieved a level 7, but there hasn't yet been an opportunity for the child to consolidate this level. The teacher's professional judgment will be used to decide the best fit, however because a level 6 and 7 are not in the same band (remember that the bands are 1-2; 3-4; 5-6; 7-8), the best fit will likely be a level 6 .

Teachers are expected to discuss each student's assessment profile with them, and explain how they arrived at their Term 1 and end of year best fit grades.

Once a level of achievement has been determined for each criterion, the teacher can add together the levels to determine the overall grade. MYP grade boundaries and general grade descriptors:

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	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.
2	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.
3	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.
4	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.
5	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.
6	24-27	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.
7	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.

C3: Feedback

‘Teachers use a range of methods to document the evidence of student learning and understanding. This, at times, may include video, audio, photographs and graphic representations. Teachers must also have their own system to keep written anecdotal records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

Students are provided with regular and prompt feedback to inform and improve their learning. Feedback should be delivered in a variety of ways such as: a written comment, a discussion which could be peer to peer or with the teacher. Assessment in the school also provides students with regular opportunities for reflection on their own learning’ (Bishop 27).

C4: Resubmission/Retake of assessment

All resubmissions or retakes of summative assessments will be at the subject teacher’s discretion.

C5: Academic tracking

At the end of Semester 1 and the end of the academic year, all teachers are to update their department’s academic tracking google document. This document tracks students’ criteria levels of achievement throughout the time that they are engaged in the MYP + DP at BMIS. This document is designed to encourage teachers to:

- reflect on an individual student’s academic progress;
- reflect on and improve teaching/learning based on academic grades;

- reflect on standardization practices and student achievement.

D: Standardisation of assessment

D1: Task sheets and task-specific clarifications

A task sheet is to be provided to students for each summative assessment task. There is access to a [task sheet template](#) and [exemplar](#).

The 'MYP-published assessment criteria are holistic, in that they offer general, qualitative value statements about student achievement' (IBO 2017). Teachers are therefore required to offer task-specific clarification to help give clarity to the assessment criteria. The IBO (2017) identify the value of task-specific clarifications in that they:

- Are an integral part of the learning process
- Support learning by guiding instruction
- Can be used with example materials to deepen understanding
- Bring transparency to the processes of assessment

At BMIS we clarify assessment and criteria expectations by:

- **A task sheet that explains the expectations.** Each summative assessment task needs to have an accompanying task sheet. When recording the summative assessment due date on ManageBac, the task sheet must be uploaded for students, parents, and teachers to view.
- **An oral discussion of expectations.** It is expected that the task sheet is discussed with the class – this can sometimes take a whole lesson. Students should be able to take notes on the task sheet (hard/soft copy) and ask questions to clarify the expectations.
- **Changing some words to match the task.** We can clarify the generic language in the MYP-published criteria. For example, the criteria might state that the student 'uses sophisticated terminology' and we can clarify by making a list of the terminology that we expect students to use.

D2: Standardisation practices

The purpose of standardisation is to build a common understanding of the assessment criteria and common understandings about student achievement. Through standardization, teachers increase the reliability of their judgments (IBO).

Where more than one teacher is teaching the same subject/discipline, teachers are expected to standardise assessments. Each subject group's standardisation practices are detailed in the [following document](#).

Pre-assessment standardisation options include:

- before a summative assessment is given to students – teachers meet to discuss their expectations/requirements for the task
- before the class set of summative assessments are graded – teachers meet in grade level groups to look at students' work and agree on marking practices before going ahead to mark the whole class

The following standardization practice must occur (an exception is where there is only one disciplinary teacher):

- after the teacher has marked the class' work – top/middle/bottom samples can be given to other teachers in the year level/department to standardise

E: Students with Learning Support requirements

Students with Learning Support requirements may require reasonable adjustments to access the MYP curriculum, including internal and external assessments. Reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements (IBO). The overall learning outcome must remain the same. Examples of reasonable adjustments include:

- Changes to the presentation of the test or method of response
- Additional time
- Typing rather than handwriting assessment
- Access to a scribe
- Using voice recognition software

The Educational Support google document and the students' IEPs identify these accommodations.

F: Management of summative assessments and ManageBac

F1: Setting deadlines

Summative assessment deadlines are to be set in consultation with ManageBac calendars, and where possible, with the students. Teachers need to check the Grade Group Calendar on ManageBac for summative assessments, to ensure that the maximum number of assessments has not already been reached for that week. The maximum number of assessments are as follows:

- Grades 6-8: Maximum 3 summative assessments that require additional preparation/week
- Grades 9-10: Maximum 4 summative assessments that require additional preparation/week

Students are allowed an unlimited number of assessments that require no additional preparation if the teacher has genuinely given enough time in class to complete the assessment to a high standard, also giving consideration to students in need of Educational Support. Communication between the teacher and students is imperative, and unrealistic expectations should not be set by the teacher.

F2: Summative assessments that require additional preparation

Summative assessments that require additional preparation are tasks that teachers expect students to work on outside of class. Teachers must set a realistic expectation of the amount of time that it will take to complete the task, taking into consideration our Educational Support students (Learning Support and Language Support), and homework policy. For example, Grade 6 students are allowed up to 50 minutes of subject homework each week. If teachers set a summative assessment that requires 4 hours of additional preparation outside of class, then teachers need to give the students 5 weeks to work on the assessment. It is an expectation that teachers openly communicate with their class to ensure that students are given enough time to work on assessments. Summative assessments that require additional preparation are to be recorded in ManageBac in the following way:

Colour code in ManageBac #00bff3

SUMMATIVE – 9AKI – Maths - Unit 2 test (Set 10/10/2016 - additional prep rec. 3 hrs)

SUMMATIVE – 10NBL – Extended Maths – Unit 3 test (Set 10/10/2016 - additional prep rec. 2 hrs)

F3: Summative assessments that require no additional preparation

Summative assessments that require no additional preparation are tasks that students have been given ample time during class to complete. The teacher must give consideration to the accommodations and needs of the students in their class who have been identified as needing Educational Support (Learning Support/Language Support), and the time given in class must reflect the additional time that these students need. Open communication between the teacher and students is important, and the teacher should be monitoring the students' in-class progress to adjust the due date if necessary. Summative assessments that do not require additional preparation are to be recorded in ManageBac in the following way:

SUMMATIVE – 9AKI – I&S - Unit 2 poster (Set 10/10/2016 - no additional prep)

SUMMATIVE – 10 Phase 1 - Spanish – Listening (Set 10/10/2016 - no additional prep)

F4: Homework and summative assessments

The maximum number of hours that each subject teacher can set for homework is detailed in the table below. The teacher can set either daily homework or set a summative assessment that requires additional preparation outside of class (not both). Students must be given time to record their summative assessments in their planners and teachers should check that this has been done.

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
SUBJECT/DISCIPLINES STUDIED	8	8	8	8	9 + PP
MAXIMUM HOMEWORK/SUBJECT	50 mins	1 hour	1 hour	1 hour 30 mins	1 hour 30 mins
MAXIMUM HOMEWORK/WEEK	6 hours 40 mins	8 hours	8 hours	12 hours	15 hours

F5: Recording of summative assessments in homework planners

Teachers are to provide time for and oversee that students record summative assessments in their Student E-Planners.

G: Reporting of assessment

At BMIS assessment is reported on in the following ways:

- Parent-Teacher-Student conferences held in October of the first semester, and February of the second semester
- Semester 1 and end of year academic reports
- ManageBac
- Individual conferences by appointment
- Emails to parents/guardians when students achieve a 0-2 in any criteria. Details of this procedure can be found on the BMIS Secondary Teacher website

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