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Philosophy of IB MYP Assessment Policy

The assessment policy is derived from the school's and the IB's assessment philosophy and principles, which must be consistent with each other. It is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment.

Constructing and implementing an assessment policy helps schools engage meaningfully with IB assessment expectations and to develop them in the context of the school's unique circumstances.

The assessment policy must include:

- a philosophy of assessment that supports student learning
- common practices in using the MYP assessment criteria and determining achievement levels
- common practices in recording and reporting student achievement
- implementation of formative and summative assessment consistent with IB expectations
- (for schools with National requirements) an explanation of the relationship of MYP assessment principles and practices with required systems for grading and reporting.

Effective assessment policies also consider assessment timelines and the demands they place on students and teachers, including workloads and personal well-being, plans for sharing information about MYP assessment with school staff and the broader school community, a process for gathering feedback, and a system to review the policy on a regular basis.

Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the purposes of assessment and its practical application in the program.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP

approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

MYP internal **assessment** includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MISSION AND BELIEF:

“ Roots Millennium Schools aim is to bring out the best in a child/student mentally, intellectually, academically, physically, entrepreneurially and culturally by developing the attitudes, skills, knowledge and values in the students, thus required to meet the Global Challenges as millennial in the 21st century through advancements in our school curriculum, teaching pedagogy, School culture, learning environment and enabling technology.”

The RMS mission statement is closely related to MYP Assessment Policy. As assessment plays a crucial role in students' learning, this policy is important in helping our school achieve its mission.

PRINCIPLES AND PRACTICES OF MYP ASSESSMENT

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At Roots Millennium Schools, our assessment practices reflect our philosophy of assessment:

Assessment is key to planning, teaching, and learning.

Assessment practices are clear to all members of the community [teachers, parents, and students].

There is a balance between formative and summative assessment.

There are opportunities for both peer and self-assessment.

There are opportunities for students to reflect on their own learning.

Before starting new learning, teachers assess students' current knowledge and experience.

Teachers provide students with feedback for future learning.

Reporting to parents is meaningful.

Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.

Teachers will report assessment with report cards, parent-teacher conferences, student-led conferences, and anecdotal records.

Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides.

Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject.

Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios accommodate will be used to record students' responses and performances as a means of authentic assessment.

A progress report with student achievement on MYP criteria will be reported at the end of the school year

.PURPOSE OF THE MYP ASSESSMENT POLICY

Assessment in the International Baccalaureate Middle Years Programme (MYP) at Roots Millennium School is aligned to the standards and practices and the specific objectives of the eight subject groups. Planning, teaching, learning, and assessment all focus on preparing students for the successful completion of Middle Years Programme and entrance into the Diploma Programme. Our ultimate goal is to provide every student with the Middle Years Programme skills, knowledge, and attitudes to ensure that they can become a critical thinker and lifelong learner that has a positive impact on the world around them.

At Roots Millennium Schools, we believe that assessment is designed to:

- Identify students' strengths, weaknesses, and learning styles in relation to the MYP skills, knowledge, and attitudes.
- Help students evaluate their own learning and understanding.
- Identify what has been learned or what students are in the progress of learning.
- Provide teachers, students, and parents with feedback on students' progress and learning.
- Help teachers develop effective teaching units using a variety of strategies to meet the needs of the learners.
- Record students level of mastery.
- Inform, enhance and improve the teaching process

- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts.

ASSESSMENT STRATEGIES AND METHODS

a. FORMATIVE ASSESSMENT

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

i. FORMATIVE ASSESSMENT TOOLS AND FEEDBACK

Assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data also provides feedback to students about their current level of achievement toward the MYP objectives, along with their development of the Approaches to Learning skills. With this feedback, students can reflect on their progress, prepare for the summative assessment tasks, and make continued growth.

Formative assessment tools include:

Teacher tools	Student tools	Peer tools
<ol style="list-style-type: none"> 1. Warm-up activities 2. Exit slips 3. Daily work checks 4. Homework checks 5. Regularly scheduled quizzes 6. Qualitative observation 7. Formative rubrics 8. Checklists/ check-off system 9. Collection of work samples 	<ol style="list-style-type: none"> 1. Self-reflection in the form of: journal entries, short essays, charts/ graphs of personal achievement of unit objectives 2. Collection of work samples 	<ol style="list-style-type: none"> 1. Peer-assessment

ii. Formative Assessment feedback include :

Teacher methods

1. Correction of daily work/ homework, highlighting the process and product
2. Check-ins with students
3. Formative assessment checklist of concepts and skills to inform the student of areas of achievement and areas of growth
4. Scale of proficiency levels: *exceeds, meets, partially meets, and does not yet meet*
5. Rubrics created for formative tasks using IB MYP criteria and State/National Standards
6. Highlighted portions of the MYP rubric to show the student's current performance level
7. Written feedback focusing on what the student can do to improve
8. Written questions/ steps to consider
9. Verbal feedback

Student methods

1. Self-reflection using rubrics
2. In-class correction and reflection on personal daily work
3. Record of personal achievement of unit objectives using charts/ graphs

Peer methods

1. Critiques/evaluations using rubrics

b. SUMMATIVE ASSESSMENT

Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the National Standards. Assessment tasks are summative assessments created by teachers for a particular unit. These assessment tasks are aligned with the MYP objectives for that subject area and are authentic, learner-centered, and inquiry based, so that students can apply their knowledge and skills to real-life situations. While teachers are free to create tasks that based on their subject area's criteria, the IB MYP does prescribed minimum tasks for each subject area, which are to be implemented in the final year of the program. To prepare students for year 5, teachers in each subject area aim to implement the prescribed minimums throughout each year of the program.

i. Assessment Tasks:

Subject Area	Examples Assessment Tasks	MYP Prescribed Minimums
Art (Performing)	Performance on an instrument Researched presentation Composition of music Creation of music video Analysis of music Explanation of musical techniques Reflection of a performance Essay	Two pieces of evidence in which the student places his or her own work in the broader context of the art form studied. Two pieces of work that have reached a point of realization and process work that has contributed to this work, assessed as a whole.
Art (Visual)	Drawing Painting Chalk pastel Graffiti Tile design Clay masks, sculptures, and bowls Written reflection in Developmental Workbooks on creating art and using Feedback to inform artwork	Two pieces of student reflection and personal evaluations that relate to his or her artistic processes and development at different stages of his or her work. Two evaluations relating to personal engagement, based on this unit of work. One piece of work from each of the above categories must all come from the same unit. Developmental workbooks
Humanities	5 paragraph essays Short answer tests Collaborative projects Presentations Choice Assignments	An extended writing task, a timed “test”. Or a choice assignment

Language A	<p>Literary Analysis Essay Debate Persuasive Speech Mock Trial Presentation (of varying degree) Poetry Creative dialogues</p>	<p>An essay A piece of Creative Writing A response to literature</p>
Language B	<p>Reading and answering comprehension questions about a story, letter, etc. Writing an essay, letter, informational brochure, research paper, etc. Answering questions about a music video, chart, promotional video, invitation, etc. Oral interview following an oral presentation or an oral conversation based on student creation (scrapbook, invention, etc)</p>	<p>A reading comprehension task A writing task A visual interpretation task A speaking task</p>
Mathematics	<p>Tests that covers at least 3 areas of mathematics (algebra, geometry, discrete, number sense, data analysis/probability) Investigation of new properties, formulas, etc. Using math skills/concepts to solve a real life problem such as predicting estimated costs/prices, making recommendations based on</p>	<p>A broad-based test A real-life problem A mathematical investigation</p>
Physical Education	<p>data/survey, etc. Performance of skills Movement compositions Written exam Social skills and personal engagement recorded for each unit</p>	<p>Two pieces of written work that demonstrate the student's knowledge A video of movement composition Two video performances performance/skills (assessed twice) A social skills and personal engagement evaluation for each unit</p>

Science	<p>Design and conduct an investigation</p> <p>Research a problem in which science has been applied and how effective science has been</p> <p>Creative project to demonstrate knowledge</p> <p>End of Unit Exams to demonstrate knowledge and ability to solve problems using new knowledge</p>	<p>A scientific investigation designed and carried out independently by the student</p> <p>An end-of-unit or end-of-term test or examination</p> <p>A piece of writing</p>
Technology	<p>PowerPoint presentation</p> <p>Excel Spreadsheet</p> <p>Photo display</p> <p>Graphics collage Song digitization</p> <p>Public Service Announcement</p> <p>Screen play</p> <p>Film editing</p> <p>Advertisement</p> <p>Website</p> <p>Blogs</p>	<p>Each unit must use all the areas of the design cycle including:</p> <ul style="list-style-type: none"> Investigate Plan Create Evaluate

ii. **SUMMATIVE TOOLS AND FEEDBACK**

Summative Assessments are criterion-related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

Tools for Summative Assessment

- Essays
- Lab reports
- Oral
- Performances
- Tests
- Research or lab reports
- Presentations
- MYP task with criterion
- Cumulative exams

Subject Area	Assessment Criteria
Language and Literature	Analyzing
Language Acquisition	Organizing Producing text Using Language Comprehending spoken, and visual text
Individuals and Societies	Comprehending written and visual text Communicating Using Language Knowing and Understanding
Sciences	Investigating Communicating Thinking Critically Knowing and understanding
	Inquiring and designing Processing and evaluating Reflecting on the impacts of science

Mathematics	<p>Knowing and Understanding</p> <p>Investigating Patterns</p> <p>Communicating</p> <p>Applying Mathematics in real- world context</p>
Arts	<p>Knowing and Understanding</p> <p>Developing Skills</p> <p>Thinking creatively</p> <p>Responding</p>
Physical and Health Education	<p>Knowing and understanding</p> <p>Planning for performance</p> <p>Applying and performing</p> <p>Reflecting and improving performance</p>
Design	<p>Inquiring and analyzing</p> <p>Developing ideas</p> <p>Creating the solution</p> <p>Evaluating</p>
MYP Projects	<p>Investigating</p> <p>Planning</p> <p>Taking action</p> <p>Reflecting</p>
Interdisciplinary	<p>Disciplinary grounding</p> <p>Synthesizing and applying</p> <p>Communicating</p> <p>Reflecting</p>

Management of Assessment

All teachers will submit summative assessment due dates on Friday before the following week.

No more than 2 summative assessments may be scheduled for one day. This is monitored by teachers, students, and the IB Coordinator.

Students will be allowed an extension on the due date if the student has an extenuating circumstance that is communicated to the teacher at the earliest convenience by the student.

Students will be provided the requirements for a summative assessment a minimum of one week in advance.

C. PERSONAL PROJECT

The Personal Project is a learner-centered project completed by students in MYP year 5 (grade 10). This project promotes inquiry and helps students exercise their independent learning skills. Students select topics and products of their own choosing. Encouraged to focus on their areas of interest, students have the freedom to design a project about which they are truly passionate. Whatever topic they choose, students call upon the concepts and skills they have gained during their time in the MYP to make their project successful. The Personal Project requires students to use the Approaches to Learning skills they have developed, specifically in the areas of information literacy, communication, collaboration, thinking, reflection, and transfer. The Personal Project is supported through homeroom, but a majority of the work is completed outside of class. Therefore, it is essential that students also utilize their organizational skills, especially in regards to time management. Each student is given guidance from a staff advisor, with whom they regularly meet. As students work on their Personal Projects, they keep process journals. This journal, along with the final product, report, and bibliography, are the basis for the Personal Project and are assessed using the Personal Project criteria of:

- Criterion A - Use the process
- journal
- Criterion B - Define the goal
- Criterion C - Select sources
- Criterion D - Apply
- information
- Criterion E -
- Achieve the goal
- Criterion F -
- Reflect on learning
- Criterion G
- Report the project

RELATIONSHIP OF MYP ASSESSMENTS WITH CIEs & MATRICULATION:

Roots Millennium Schools strongly believes that both national and international routes should remain open to students for their higher studies. IB MYP is recognized by the **Inter Board Committee of Chairmen (IBCC)**, however, there are still a few professional colleges (especially the National medical and engineering ones) that require students to have taken Cambridge International Examination (CIE) of Urdu, Islamiyat, and Pakistan Studies in order to obtain an equivalence certificate to gain admission. To meet this requirement, the syllabus of CIE Urdu, Islamait & Pakistan Studies will be introduced in Term 1 of MYP- II. These subjects will continue throughout MYP- III and MYP- IV till all IB MYP students appear for the CIEs in May/June 2017.

According to IBCC (Inter board of Committee of Chairman), the International Baccalaureate Middle years Program (MYP) (with minimum five academic subjects including English) from external examining body Geneva, Switzerland is equivalent to SSC (Martrication) of Pakistan.

- i) Pakistani Based Examinations: Eight subjects including English, Urdu, Islamiyat, Pakistan studies and four electives.
- ii) Overseas Based Examinations: Five subjects including English and four electives.
- iii) To qualify for Science Group it is necessary to pass Physics, Chemistry, Mathematics and Biology/Computer Science.

D. APPROACHES TO LEARNING SKILLS FEEDBACK

The Approaches to Learning (ATL) skills are not awarded grades in the IB subject areas. However, subject- area teachers, and homeroom teachers, provide various forms of feedback on students' development of these skills. The ATL skills also serve as a platform for student self-reflection during student-led conferences and individual student-teacher conferences throughout the year.

ASSESSMENT RECORDING AND REPORTING

At RMS academic year is from September to June, including two terms. First term is from September to December and second term is from January to June. Parent teacher conferences are held twice after the completion of each term. Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. In some classes, students record this information, either in a portfolio or on a chart/ graph, so they can monitor their own progress.

Finally, teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

Each teacher will assess each criteria a minimum of twice per year using age appropriate tasks.

Each department will determine the appropriate method for collecting and storing student assessed tasks in portfolios.

MYP grades will be reported in May with a MYP Record of Achievement using the MYP 1-7 scale.

GRADES AND REPORT CARDS

The translation of MYP criteria referenced numeric grades into final 7 (high) 1 (low) term grades should be achieved by determining the most consistent level of achievement for each criterion achieved by the student during the course of each term; and measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

1. The final report card / transcript are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP boundaries are applied to determine the final level out of 7, for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Language B phase in order to receive a grade of 7.
2. Decimals, percentages, or fractions are not consistent with criterion related assessment.
3. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.

4. Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.

5. At RMS, IB levels of achievement are translated into local grades . The grade table is set up so that student's grade is based on his/her MYP translated summative assessment into IB achievement levels.

6. IB recommends that grades do not include scores for formative tasks. In response to this recommendation, a few of our teachers are piloting grading systems in their classrooms in which grades are based solely on IB summative assessment achievement levels. In the coming years, these teachers will provide leadership as we strive to transition into this way of determining grades.

MYP Grades	1	2	3	4	5	6	7
Local Grades	U	E	D	C	B	A	A +
Grade Boundaries	0 - 5	6 – 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32

IB MYP Grade Descriptors for Record of Achievement:

Grade		Descriptor
	Boundary guidelines	
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. Produces work of limited quality. Expresses misunderstandings or significant
2	6-9	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. Produces work of an acceptable quality. Communicates basic understanding of
3	10-14	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.

POLICY REVIEW AND COMMUNICATION POLICY

The Assessment Policy was created by a committee which consisted of the two Language A teachers, a Language B EL teacher, a Humanities teacher, a Mathematics teacher, and the IB MYP Coordinator. The work of the committee was informed by publications from the IBO, as well as example Assessment Policies from IB World Schools. The document will be reviewed annually and updated to correspond with any necessary changes. The document will be posted on the RMS website to ensure that all stakeholders (parents, teachers, students, administration, community members) have access to it.

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