

Aspengrove School

CONTINUUM Assessment Policy

PYP/MYP/DP Assessment Team:

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Assessment Philosophy:

Within the framework of an IB education, Aspengrove (AGS) is committed to the development of students as compassionate, knowledgeable, and principled global citizens. Aspengrove School also recognizes that teaching, learning and assessment are fundamentally interdependent.

This policy exists in conjunction with the following policies:

- Admission policy
- Academic Integrity policy
- Language policy
- Inclusion policy

AGS believes that assessment:

- monitors the progress of student learning and achievement
- produces clear and helpful feedback for students, parents and external institutions
- informs curriculum and assessment review
- should be linked to the IB Learner Profile and Approaches To Learning (ATLs);
- should be internationally minded;
- should be informed by inquiry-based learning and teaching practices.

AGS recognizes that students:

- have different learning needs;
- have different cultural experiences;
- perform differently according to the context of learning;
- need to know their achievements and areas for improvement throughout the learning process;
- should receive feedback that is positive and constructive.

Effective assessment at AGS should:

- be differentiated to account for the diversity of student learning needs;
- include a variety of different assessment opportunities;
- be criterion-referenced, using published learning objectives set by the IB and made clear to students by teachers before coursework begins in MYP and DP;
- encourage PYP students to take an active role in their own assessment by co-constructing learning goals and success criteria;
- measure what students understand, what they can do and what they know;

- be both formative (assessment for and as learning) and summative (assessment of learning);
- be ongoing, timely and reflective;
- allow students to evaluate their progress and set goals for improvement;
- allow AGS to evaluate the measure of success in meeting specific learning objectives;
- be internally standardized at the departmental and grade levels and between the Junior School and Senior School to ensure consistency;
- be designed to assess a wide range of concepts, knowledge and skills and be applicable to an international and diverse world.

Assessment Guidelines at AGS

1. All assessment at AGS should be criterion-related. PYP will use a combination of teacher and student developed criteria, while MYP and DP will use subject-specific criteria published by IB. For DP report cards, grades will be given out of 7, while MYP students will receive a grade out of 8. On the final June report card, MYP students will be given a mark out of 7, which will then be converted to a letter grade and percentage. PYP report cards use descriptors to indicate student achievement in subject areas (Emerging, Developing, Applying, Expanding, Extending).
2. Percentages are not consistent with criterion-related assessment and are not used at AGS.
3. For the MYP, students and parents should be given subject-specific criteria prior to each assessment. Students must be informed of which criteria will be used by the teacher for any work that is turned in for assessment. Teachers should explain the rubric to help students understand the command terms and the expectations for achievement in each section of the rubric. Teachers should also elaborate on how the criteria apply to the task and have task-specific clarifications. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should include the subject criteria's level of achievement descriptors with task-specific clarifications.
4. A well-designed rubric should:
 - a. Support learning by providing clear guidance;
 - b. Provide transparency to the process for students, their families and teachers;
 - c. Provide clear and measurable evidence of learning;
 - d. Link generic descriptors and their command terms to task-specific clarifications.
5. Each assessment task must allow students access to a full range of achievement descriptors. Students may be assessed either against all strands of the criteria or by specific strands linked to the task.
6. In PYP, MYP and DP, teachers are expected to use a variety of assessment activities.

7. In DP, teachers should inform students which criteria will be used to evaluate work, including for the IA and external examinations.
8. Feedback should be prompt (within 14 days of the work being submitted) and supportive. In MYP/DP, students can access their assessment scores on Managebac.
9. All teachers should keep a clear and accurate record of all assessment activities. For MYP, evidence of formative assessment used to prepare for the summative assessment should also be related to the subject criteria. There are three types of assessment:
 - a. All assessments should support the teaching and learning that happens in the classroom. In order to gauge what students know at the beginning of a unit of study, teachers should engage in **Assessment for Learning**. This will allow teachers to design learning experiences to meet students at their starting level.
 - b. As a unit is progressing, teachers need to determine and document whether students are learning the skills, concepts and understandings mapped out at the beginning of the learning journey. This **Assessment as Learning** is a powerful formative tool that helps students and teachers identify strengths and weaknesses and helps in making adjustments in learning.
 - c. **Assessment of Learning** is a summative assessment that compares student learning to predetermined criteria and possibly national/local standards. These summative assessments are and should be used in conjunction with formative assessment tools to help evaluate student learning.
10. In preparation for any assessment, teachers will review student IEPs to ensure that student accommodations are in place. These accommodations are determined based on the psychoeducational information provided to the Director of Student Resources and the subject/classroom teacher. During DP exams, students with accommodations are monitored by the Diploma Coordinator in conjunction with the Director of Student Resources.
11. The grading of assessments is undertaken positively and consistently in relation to the subject criteria. Teachers will look for evidence of learning and understanding. Students will be awarded for alternative but equally valid answers that are relevant to the question.
12. Regarding marking of criterion-related assessments, student responses will be placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student work falls within a range of the strands, then the best fit model will apply. The best fit model will also apply if the student's work falls between two descriptors and only partially fulfils the requirements of the higher descriptor. The teacher will reread both descriptors in question and choose the descriptor that best applies to the student's work.

13. In PYP, teachers and students are expected to follow developmentally appropriate best practice with regards to academic honesty. If academic dishonesty is suspected, teachers will consult the Academic Integrity Policy. In MYP/DP, student work should be run through Turnitin when submitted. If a teacher suspects academic dishonesty, they will refer to the Academic Integrity Policy. The teacher will investigate the matter, and inform the student of the teacher's concern and give the student a chance to respond to the allegation, they will also inform the MYP/DP coordinator. If the relevant coordinator determines that the student has engaged in academic dishonesty, the determining difference will be one of intent, as per the IB's policy and practice. Parents will be notified of the incident and the resulting outcome. In contested instances, the process will be determined in accordance with the AGS Complaints Policy.

14. Teachers will include the criterion rubric when returning an assessment to students.

Supporting Assessment

Teacher responsibilities

Teachers should:

- Be aware of the AGS Academic Integrity and Assessment policies;
- Focus on the assessment of student learning outcomes, BC Ministry requirements and IB course aims and objectives;
- Be aware of student IEPs and plan assessments in accordance with the IEPs;
- Analyze assessment data to identify patterns of individual student performance and needs;
- Work collaboratively with other teachers to ensure best practice and maximize student success, regularly conducting internal standardization with other subject area teachers;
- Communicate with parents on student performance when needed, but definitely when a student obtains 3 or less on a summative task in both MYP and DP;
- Post assessment dates no less than two weeks prior to the assessment on Managebac and inform the students of the date and requirements for the assessment and provide students with task-specific clarification of relevant assessment criteria and rubrics (MYP/DP);
- Post work to E-portfolios to show students' progress in all subjects areas (PYP);
- Provide feedback that allows students to understand how they progress in their learning;
- Give time for student reflection and self-assessment.

Student responsibilities

The teacher can expect the student to:

- Be on time to class and fully prepared with all the necessary materials for classwork and assessment activities;
- Respect other students' right to learn and to collaborate constructively with peers;
- Submit any required work, including homework, assignments and projects, on time and with due diligence.

Measuring and Reporting of Student Progress

PYP

- Academic reports are issued for students three times a year. Parent-teacher conferences occur twice and student-led conferences once each school year. Submissions to E-portfolios are continuous over the course of the year with specific requirements completed by the classroom and specialist teachers.

Student progress is measured through:

- Self assessments for each Unit of Inquiry
- British Columbia Ministry of Education Curricular Competencies
- PYP Descriptors table (see below)

PYP Descriptors				
Emerging (1)	Developing (2)	Applying (3)	Expanding (4)	Extending (5)
Demonstrates limited achievement of learning outcomes and requires direct support.	Shows evidence of progress towards relevant learning outcomes and needs guided support.	Demonstrates satisfactory achievement of required learning outcomes.	Achieves required learning outcomes and begins to apply new knowledge to other situations.	Demonstrates a thorough understanding of required learning outcomes and applies knowledge and skills in a variety of situations.

MYP/DP

- MYP/DP students receive two interim reports with comments only for students receiving a level 3 or less. End of term reports with comments for every student are released twice per year. Student-led conferences are held twice per year. MYP grades are based on four criteria that are assessed at least twice per year. In DP, student grades are always cumulative, based on the total body of work for the year. Grade 12 students who write their IB final exams in May will complete their studies early but receive their final reports at year end.
- At the end of the school year, MYP grades are converted to BC Ministry of Education grades based on Table 1 below.

Table 1: MYP General Grade Descriptors and BC Final Grade Conversion Chart

BCED Grades	BCED %	IB Criterion Range /32	IB Level Achieved	IB Achievement Descriptor
F	10	1	1	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.
	20	2		
	30	3		
	40	4-5		
F	45	6	2	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, infrequent application of both.
C-	50	7-8		
	55	8-9		
C-	58	10-11	3	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.
C	63	12-13		
C+	68	14		
C+	70	15-16		
B	75	17-18	4	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.
B	78	19-20		
A	83	21-22	5	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 some unfamiliar real-world situations.
	A	86		
A		87		
	92	26-27		
A	96	28-30	7	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.
	98	31-32		

Compiled from IB *MYP: from principles to practice 2014/15* p.93; the BCAIBWS MYP Coordinator's Meetings; and, the BC Ministry of Education Grade Ministerial Order M199/11; and the UBC *IB Conversion Table*

For DP students, AGS recognizes that it must meet reporting requirements set by the BC Ministry of Education (letter grades and/or percentages). IB grades will be determined first then converted into BC Ministry of Education grades according to Table 2:

Table 2: DP General Grade Descriptors and BC Final Grade Conversion Chart

BCAIBWS Recommended Table of Equivalencies for DP Reporting Purposes- May 2019

Anticipated Grade SL Course	% Range for Reporting	Anticipated Grade HL Course	% Range for Reporting
7	96-100	7	98-100
6	90-95	6	96-97
5	86-89	5	90-95
4	76-85	4	86-89
3	70-75	3	76-85
2	50-69	2	70-75
1	0-49	1	0-49 (0-69%?)

DP predicted grades

IB DP predicted grades serve two purposes:

- i) they are used to apply to university;
- ii) they are also sent to IB to ensure validity of assessments.

Predicted grades are based on the work completed during the whole of the course (covering work in Grade 11 and Grade 12) and it is the teacher's duty to make these as accurate as possible. The DP Coordinator sends out a spreadsheet to teachers for predicted grades to be entered. After a two week window the spreadsheet is locked for editing. Any further changes to predicted grades can only be made by the DP Coordinator in consultation with the subject teacher. Predicted grades are then released to students at the end of January so they can be used for university admissions.

Due to the ongoing nature of assessments, self-reflections and the use of Managebac to access assessment scores, students should not be surprised by their predicted grades. However, if a student has concerns about their predicted grades they must speak with the DP Coordinator first and not the subject teacher. Subject teachers are unable to change predicted grades outside of the

previous mentioned time frame. Teachers have one final chance to review predicted grades before they are submitted to the IB in April.

School examinations

At certain times of the school year, students in Grades 11 – 12 will sit for formal written examinations. The results of these examinations should be recorded as follows:

a) Grade 12 IB DP mock examinations occur in February, and these will include questions on material completed over the entire course of study. They will mimic as closely as possible the actual examinations that students will take in their formal DP exams. Individual results are not recorded as a part of a student's term grade. Instead, examination results, recorded on the 1-7 scale, are reported separately.

b) Grade 11 IB DP end-of-year examinations will include questions on material completed over the entire course of study. Grade 11 end-of-year examinations will be reported separately and will contribute to the determination of a student's final grade for the course.

Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the term grade. Students whose first language is not English will be allowed to use a dictionary on all examinations as per the AGS Language Policy.

Homework Policy

In PYP, homework can be part of some students' learning journey. Homework may be used when the nature of the work precludes completion at school (interview a family member, gather artifacts showing your family culture, etc), or when a student requires extra practice with a particular skill. In this case, the classroom teacher and family will work together to design a homework program that is manageable and benefits the individual students' learning.

Reading at home is a daily expectation of an Aspengrove student to encourage a life-long habit. Recognizing the varying levels of literacy development, we recommend that parents read to students, or they may listen to an audio book, read by themselves or read with a family member.

MYP/DP

Homework that is thoughtful, relevant and engaging can be a necessary adjunct to classroom teaching, and consequently all MYP/DP students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

However, there is a significant body of research that highlights how ineffective homework can be and how it can have a detrimental effect on student well-being. Therefore, teachers should consider these key questions before assigning homework:

- Do students understand the purpose and value of the assignment?
- Will all students be able to do the task independently?
- Is the assignment better done in class versus at home?
- How much time should this assignment take?
- What kind of feedback should I provide on the homework?

Homework and revision

The amount of homework given will vary across the school based on the developmental needs of the student. AGS strives to ensure the well-being of our students and teachers takes this into account when assigning homework.

Typical amount of homework:

- Grade 6 students - up to 30 minutes per subject per week;
- Grade 7 students - up to 40 minutes per subject per week;
- Grade 8 students - up to 50 minutes per subject per week;
- Grades 9 and 10 - up to 1 hour per subject per week;
- Grades 11 and 12 - can expect approximately 1-3 hours of homework per subject per week.

The school does not operate a homework timetable for students. In the spirit of fostering independent learning and striving to develop the attributes of the IB Learner Profile, we promote a collaborative approach to the setting of homework, where students are responsible for organizing their time appropriately to manage long-term projects. For DP, students might not have assigned homework each week but are expected to put in regular review that is self-directed.

Submission of student work

All summative assessments must be notified as a 'task' or 'deadline' on the Managebac calendar. Managebac notifications should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.;
- Criteria to be assessed, with generic descriptors and task-specific clarifications;
- Due date.

At the beginning of each teaching unit, the summative assessment(s) should be posted on the Managebac calendar.

Late assignments

Assessment tasks should be submitted on the posted due date. It is the responsibility of the student to ensure that work has been received by their teacher. If tasks are submitted past the posted due date, teachers can refer to Table 3 to determine a suitable course of action for Grade 6-12 students. The teacher should also consider the following factors:

- The age of the student;
- Previous occurrences;
- The student’s academic history (e.g., whether the student has specific learning needs);
- Other personal circumstances.

Table 3: Actions to be taken for Late Assignments

Days Late	Course of Action
1 and first occurrence in a school year	Responsibility reminder issued and work to be completed on a new agreed date. If the assignment is submitted by the new date, students will receive feedback and grades will count towards their final MYP/DP subject grade.
2-7 or second occurrence in a school year	Same as above; however, parents are to be informed of this consequence by the subject teacher. In the case of persistent lateness across subjects (i.e., more than one occasion), parents may be requested to come to school for a meeting with the MYP/DP coordinator and the subject teacher(s) involved.
7+ or third occurrence in a school year	Same as above; however, a non-submission will also be recorded for this assignment after 7 days; an NA will be recorded, as the student has not shown evidence of reaching a level 1-2. Student transcripts will also reflect the non-submission of work. Further measures may be implemented, such as a behaviour contract.

If a student is absent on the day work is due, they should speak with their teacher to establish a new submission date. The task is still to be completed to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course. However, the teacher will determine the circumstances behind the late work and make a judgement accordingly on the final submission date. Teachers are encouraged to work with Subject Area Leaders and/or the Coordinator if they have concerns over late/non-submission of student work.

In-class tasks

If a student is absent from school on the day an assessment task is to be completed, they must see their teacher on their first day back to organize a time to catch up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

Scheduling for missed assessment tasks

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g., recovery from a sickness) during his/her preparation time. In some cases, an alternative task may be given. Each case will be reviewed individually before a decision is made.

Extensions and resubmissions

A student may request an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approval is received, a new date will be set for submission. Resubmission of assessment tasks is at the discretion of teachers and should be on a case-by-case basis.

This Assessment Policy is designed to guide teachers and students on best practices around assessment for, as and of learning. The PYP, MYP and DP Coordinators along with the Junior and Upper School Principals are responsible for monitoring and reviewing the policy. Staff will review the policy every January and suggest changes as needed. This policy, and others are posted on the school website as a means to communicate with the whole school community.

Research

The following research supports Aspengrove School's assessment policy:

Downtown Family of Schools, *MYP Assessment Guide for DFS*. Retrieved from:
<http://go.vsb.bc.ca/schools/kinggeorge/Programs/myp/assessmentandevaluation/Documents/A%20GUIDE%20to%20MYP%20ASSESSMENT.pdf>

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