



## MYP ASSESSMENT POLICY

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### A: Introduction

At The Codrington School, MYP assessment aligns with guidelines set out by the International Baccalaureate in the *MYP Coordinator’s Handbook* and *MYP: Principles into Practice*.

Assessment is an integral part of all teaching and learning. It informs all stakeholders in a child’s education about performance, achievement, progress, areas of strength and areas for growth. Assessment in the MYP is always relevant and authentic. That is, it allows for practical application of learned skills and concepts, through the use of real-life situations.

The results of assessment form the basis for further teaching and learning, as they are the indicators of a child’s current levels of knowledge, understanding and application of concepts explored within the classroom.

Assessment at The Codrington School embodies several key IB MYP principles, including all aspects of the IB learner profile, the global contexts, and the fundamental teaching and learning model of inquiry, action and reflection. Additionally, assessment makes use of the rubrics, criteria and descriptors provided by the IB in the discrete subject guides.

For information regarding academic honesty within the MYP, and its effect on assessment, see the Academic Honesty Policy document.



## **B: Forms of Assessment**

Assessment at The Codrington School is a continual process that occurs at key points throughout the school year, allowing for thorough and consistent evaluation. It is both formative and summative, providing feedback for teachers and student several times during each unit of inquiry. All assessment is criteria-referenced. That is, students are assessed against IB criteria and not against each other. Further, the criteria used provide descriptions of current levels of achievement, which inform areas for further growth.

The two main forms of assessment used at The Codrington School are formative and summative. Formative assessment is geared towards recurrent assessing during a unit of inquiry. Feedback for formative assessment ranges from informal discussion to written commendations and recommendations, depending on the nature of the assessment task. This form of assessment may not make use of criteria-referenced levels, as it is intended to provide students and teachers with information regarding discrete skill progression within the context of one unit of inquiry. Summative assessment occurs at the end of each unit of inquiry, and the feedback provided is formally presented, along with a criteria-referenced level of achievement.

Where more than one teacher is involved in teaching a subject group for a single year group, summative assessment is standardized, ensuring that a common system of criteria-referencing is used.

Assessment tools available comprise all forms of written, oral and practical work. Examples of assessment methods include, but are not limited to:

- case studies
- debates
- discussions
- essays
- journals
- subject-specific formative tests (multiple choice/short-answer/selective response)
- observation
- projects
- portfolios
- verbal and multimedia presentations
- problem solving
- process journals and developmental workbooks
- research



### **B1: Group work at The Codrington School**

At The Codrington School we encourage collaborative work as a valid, even necessary, skill set in any child's personal development. As such, it is often used during formative assessment, in order that students grow together, scaffolding each other's learning. We do not, however, base any summative assessment on group or team work. Each student's summative assessment is conducted on an individual basis.

### **B2: Examinations at The Codrington School**

At The Codrington School we use formal, annual examinations as only one form of assessment. These examinations, which take place in the third term of the academic year, carry no special or additional weighting when it comes to determining levels of achievement. Rather, examinations in this instance are more important as an educational life skill for students, rather than as a gauge of overall learning. They may inform final assessment, but do not constitute or represent a final benchmark of learning. The skills and experience in sitting formal examinations become integral when students enter the IB Diploma Programme, or pursue any other form of advanced secondary or tertiary education.

### **B3: Formative/summative assessment feedback**

Feedback on specific assessment tasks is varied. Formative assessment may involve both oral and written feedback, and can be instantaneous depending on the nature of the task. Summative assessment is always written and detailed, outlining both strengths and areas for growth as evident in the piece of work. Feedback on written formative assessment tasks (which can include classwork and homework) is given within three to five business days. Feedback on summative assessment tasks is delivered within ten business days. Whenever a test or exam has been administered, feedback is delivered as soon as possible, within practical parameters (such as teacher workload, nature of the test, etc.).

### **B4: Note on assessment in MYP 4 and 5**

In MYP 4 and 5, in preparation for the rigours of the IB diploma programme, summative assessments see a tighter focus on timed and/or in-class tasks rather than take-home projects. Summative assessment tasks during these two years generally mirror the types of tasks required in the diploma programme.



**B5: Reporting of assessment**

Overall Assessment at The Codrington School is formally reported through termly, detailed report cards. Additionally, assessment is reported using regular progress reports, annual parent-teacher evenings, individual parent-teacher conferences (by appointment) and, in the case of the MYP 5 Personal Project, presentations.



## C: Final Assessment

Students do not receive traditional grades in the MYP. Rather, in order to determine the final levels of achievement, teachers gather as much information as possible from both formative and summative assessments. The final criteria level reflects teachers' professional judgment of a child's progress throughout units of inquiry, discrete academic terms, and the entire year. This is not a statistical or arithmetical approach, but is rather an informed judgment, based on IB criteria descriptors and professional opinion, which is periodically monitored by the IB.

### C1: The "Best-Fit" Approach to Assessment

The Codrington School makes use of the IB-mandated "best-fit" approach to assessment. Below is an extract from the MYP Language A: English subject guide:

*The descriptors for each criterion are hierarchical. When assessing a student's work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor.*

*Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed.*

*If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.*

### C2: General IB Achievement Levels

General descriptors of achievement levels are listed in the table below. These are not subject specific, and each subject area uses separate levels and descriptors, which are available in the IB MYP subject guides.

LEVEL	DESCRIPTOR
1	<b>Minimal</b> achievement in terms of the objectives
2	<b>Very limited</b> achievement against all of 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> .
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> .
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.
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.
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.
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 work of <b>high quality</b> .



**D: Summary**

<b>Assessment in the MYP has</b>	
<b>increased emphasis on:</b>	<b>decreased emphasis on:</b>
viewing planning, teaching and assessing as integrated processes;	viewing planning, teaching and assessing as isolated processes;
using a range and balance of assessment strategies;	over-reliance on one assessment strategy or tool;
involving students in self- and peer-assessment;	viewing assessment as the sole prerogative of the teacher;
using a range and balance of recording tools and reporting strategies;	over-reliance on one strategy of recording and reporting;
giving students regular and ongoing feedback throughout MYP units of work;	concluding an MYP unit of work with testing;
enabling students to see assessment as a means of describing learning and improving learning;	assessing for the sole purpose of assigning grades;
assessing the levels of students' current knowledge and experience before embarking on new learning.	embarking on new learning before assessing the levels of students' current knowledge and experience.