



Assessment Policy

At LCA, we believe that each child is a unique and precious gift from God who is worthy of our love and respect and is highly capable of learning. We believe that in order to teach most effectively, **who** we teach is just as important as **what** we teach. Our faculty members are trained to differentiate their classroom instruction in order to address the needs of all learners. This will be accomplished through continual, effective formative assessments. Using the results of these assessments, teachers will modify the curriculum content, process, and/or product, as well as the classroom learning environment so that each student reaches his or her maximum potential as a learner.

Assessment is intended to foster student growth. The aims of assessment in the International Baccalaureate Middle Years Programme are to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines
- 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 on the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
(MYP: *From principles into practice*, pg. 78)

Formative assessment

Formative assessment is assessment *for* learning. Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans. Teachers respond to information gathered from formative assessments by providing written or oral feedback. Information gathered from formative assessments may lead

teachers to adjust instruction, provide opportunities for support or enrichment, or schedule conferences with students.

Summative assessment

Summative assessment is assessment *of* learning. Summative assessments are designed to provide evidence for evaluating student achievement using MYP subject-group-specific assessment criteria. MYP provides general rubrics for each criterion. Teachers will further clarify expectations by adding a “task-specific clarification” column to assessment rubrics. Clarification of expectations will also be shared via task sheets and verbal discussions. In an effort to be as transparent as possible with students, teachers will describe the summative assessment task at the beginning of each MYP unit.

Assessment Tasks

Assessment is an ongoing process and can take on a variety of forms. Formative and summative assessment tasks can include: compositions, creating solutions or products in response to problems, essays, examinations, questionnaires, investigations, research, performances, presentations, labs, projects, participation in group work, films/videos, etc.

Reasonable adjustments

Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of a test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. Adjustments and modifications are further outlined in our Special Educational Needs Policy.

Transition to MYP criteria based assessments and rubrics

Teachers are working to transition summative assessments to meet MYP criteria. Teacher teams, in collaboration with the MYP Coordinator and Dean of Academics, will continue to meet regularly in order to create meaningful performance based assessments that target MYP objectives while assessing mastery of the Diocesan standards in each subject.

Schedule for transition to MYP assessment

2015-2016 school year	One MYP unit written and taught. All teachers trained to incorporate and clarify MYP criteria based rubrics.
2016-2017 school year	At least two MYP units written, taught and assessed per subject. Results communicated to parents and students. Parent meetings held explaining assessment theory and practice under MYP. Teacher teams participate in internal assessment roundtables to ensure consistent translation of criteria.
2017-2018 school year	An increased number of MYP units written, taught, and assessed per subject. Results communicated to parents and students in a timely manner. Teacher teams participate in internal assessment roundtables to ensure consistent translation of criteria.
2018-2019 school year	Each strand of each criteria assessed at least twice per year in each subject. Results reported to students and parents. Teacher teams participate in internal assessment roundtables to ensure consistent translation of criteria.

Alignment

It is sometimes necessary for MYP achievement levels to be “translated” into percentages in order to be reported. Teachers have met to consider percentage alignments that best reflect the essence of MYP level descriptors. ***In cases where percentages must be used, summative assessments will be evaluated using MYP criteria based rubrics and achievement levels before aligned percentage scores are allocated.***

The following chart outlines the equivalencies that will be used for reporting during the 2016-2017 academic year. Teachers will meet each year to review and reflect upon grading practices and any adjustments will be reported to the community and included in this Assessment Policy document.

Alignment of MYP Achievement Levels with Diocesan percentages and letter grades

MYP Achievement Level	Percentage (Diocesan scale)	Letter Grade (Diocesan scale)
8	100	A+
7	96	A
6	92	B+
5	88	B
4	84	C+
3	80	C
2	76	D+
1	72	D
0	Below 70	F

Summary

Administrators and teachers at Lakewood Catholic Academy are committed to fostering an optimal learning environment. We will continue to encourage ALL of our students to approach each learning experience as an opportunity for growth. In the spirit of continuous improvement, a team of teachers, administrators, and members of the community will review this policy yearly and make appropriate revisions.

Bibliography

MYP: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization, 2014. Print.

“International Education.” International Baccalaureate N.p., n.d. Web 01 September 2016.

Lakewood Catholic Academy Handbook, 2015-2016