

# Assessment Policy



The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. (IBO)

At Lakewood Catholic Academy, balanced assessments are designed as an essential part of the learning process. Like all learning, assessments are intended to promote long term growth and positive learning habits.

## **INTENTIONS OF ASSESSMENT**

Assessment is intended to foster student growth. The aims of assessment in the International Baccalaureate Middle Years Program 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 program by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student.

(MYP: From Principles into Practice)

## **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. 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 through written and oral instructions and task specific clarifications on rubrics.

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## **ASSESSMENT TASKS**

Assessment is an ongoing process. 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, digital products, 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 the *LCA Inclusion Policy*.

## **ALIGNMENT**

It is sometimes necessary for MYP achievement levels to be “translated” into percentages in order to align with the Diocesan grading scale. 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.

### **\*Alignment of MYP Achievement Levels with Diocesan percentages and letter grades**

<b>MYP ACHIEVEMENT LEVEL</b>	<b>PERCENTAGE (DIOCESAN SCALE)</b>	<b>LETTER GRADE (DIOCESAN SCALE)</b>
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

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## 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.

### \*MYP Assessment Criteria Summary

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language &amp; Literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals &amp; Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in real world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical &amp; Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>MYP Projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

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