



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/or task specific clarifications on rubrics.

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, digital products, etc.

Reasonable accommodations

Students with learning support requirements may require reasonable accommodations to access the MYP curriculum framework, including assessments. A reasonable accommodation is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable accommodation 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. Accommodations are further outlined in our 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

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	Signals need for remediation. May result in a grade of F.

Measures of Academic Progress (MAP)

In accordance with Diocesan guidelines, LCA students in grades one through eight are assessed on the Northwest Evaluation Association’s Measures of Academic Progress (NWEA MAP). These assessments evaluate skills in reading, mathematics, and language usage. MAP tests are aligned with Common Core State Standards, and these standards along with data from MAP results inform the skill building learning process and content sections of MYP units. Results from these assessments can also contribute to plans for enrichment, learning support, and other forms of differentiation.

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

	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in real life contexts
Arts	Investigating	Developing	Creating or performing	Evaluating
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Bibliography

MYP: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization, 2022.

MYP: Program Standards and Practices. Cardiff, Wales: International Baccalaureate Organization, 2022.

Lakewood Catholic Academy Handbook, 2023-2024