Rockridge Secondary School Assessment Policy

Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact. Students tell about their experiences—especially their learning experiences—and reflect, and share what they learned. Examples include presentations of learning, self-assessment, and receiving/offering feedback.[1]

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[1] BC Ministry of Education. "Communication Core Competency Profiles." 2-3.

Philosophy of Assessment

Ultimately, assessment is used for learning. The assessment process reveals – to the teacher and to the student – what a student understands, knows and can do. Authentic assessment provides ongoing feedback to teachers, students and parents in order to enhance student learning and involves feedback on students' thinking processes as well as their work towards achievement of outcomes. We recognize the importance and the motivational benefits of involving students in the process of assessment in meaningful ways such as peer and self-assessment and even, in some cases, in co-creating assessment tasks.

Assessment is different from evaluation: the evaluation process indicates the quality of performance based on learner outcomes against prescribed learning objectives. Evaluation indicates the level of achievement a student has reached in this regard.

Assessment occurs when teachers and students gather information to monitor student progress and plan their teaching or learning (*formative assessment*); evaluation occurs when teachers measure students' degree of achievement of learning outcomes for the purpose of reporting out to the school community (*summative assessment*).

We believe that assessment's purpose "dictates how assessment is constructed and used. If the purpose is enhancing learning, the assessment needs to give students an opportunity to make their learning apparent without anxiety or censure. If the purpose is checking learning for reporting, teachers need to be especially concerned about the quality of the assessment, and how it might be used by others. It is very difficult, and sometimes impossible, to serve these two different assessment purposes at the same time. It is important for [us to] recognize the need to balance among them, know which one [we] are using and why, and use them all wisely."[2]

Definition of terms:

Assessing

how we discover what the students know and have learned

Authentic assessment

the use of learning activities, related to real-life situations where possible, to assess student competency in designated skills, what a learner understands and can do or in other words performances of understanding[3]

a type of assessment meant to focus on the impact of one's work in real or realist context. A real-world task requires students to deal with the messiness of real or simulated settings, purposes and audience (as opposed to a simplified and clean" academic task to no audience but the teacher-evaluator.[4]

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[2] Western and Northern Canadian Protocol for Collaboration in Education. (2006). *"Rethinking classroom assessment with purpose in mind: assessment as learning, assessment for learning, and assessment of learning."* 14.

[3] MYP: From Principles in to Practice. (May 2014). *"Teaching and Learning in context - The nature of a contextual curriculum."* 17.

[4] Wiggins, G. (January 26, 2014.) Granted, and… thoughts on education by Grant Wiggins. "Authenticity in assessment, (re-)defined, and explained."

Criterion – related approach

this approach represents a philosophy of assessment that is neither "norm-referenced" where students must be compared to each other and to an expected distribution of achievement nor "criterion-referenced" where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level.[5]

Common assessment

when appropriate, each course uses consistent statements of inquiry, inquiry questions and assessment criteria across classes and teachers assess (at least a sample) together in order to ensure consistency in application of the criterion

Formative assessment

occurs during the learning process with the purpose of informing the students and teachers as to a student's progress so that teachers may design their lessons appropriately and students may better self-regulate

Summative assessment

occurs at the end of the learning process in order to assess students' achievement against the criterion for each learning objective

Reporting

digital documents sent to parents that provide information about students' progress in relation to the learning standards of the curriculum

Reconciling the MYP and British Columbia Approaches to Assessment

In the MYP assessment aims to[6]

1. support and encourage student learning by providing feedback during the learning process
2. inform, enhance and improve the teaching process
3. promote positive student attitudes towards learning
4. promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts using the areas of interaction
5. promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills
6. reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts
7. support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

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[5] MYP: From Principles in to Practice. (May 2014). *"Principles of MYP Assessment."* 79.
[6] MYP: From Principles in to Practice. (May 2014). *"Principles of MYP Assessment."* 79.

These aims are reflected in the BC Ministry's policies and publications dealing with assessment including the following:

- Classroom Assessment and Reporting:
  https://curriculum.gov.bc.ca/classroom-assessment-and-reporting
- Student Reporting
  https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting

Assessment Practice

Rockridge teachers design and carry out continuous assessment, over the course of each class, according to specified criteria that correspond to the learning objectives outlined in each of the MYP subject guides and/or as outlined in British Columbia's Ministry of Education Curriculum Guides.

Teachers structure assessment that is "ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external [Provincial exams for Year5 students in Science, Math and Language and Literature]; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning."[7]

Summative assessment tasks are directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills to the highest levels.[8] In the MYP, for Years 3 teachers will use Year 3 criteria as printed in the guide. For Year 4 and 5, teacher will use Year 5 criteria as printed in the guide.

Task Specific Clarifications

In all years of the programme, teachers clarify the criterion for each task in a manner best suited to the context (orally, co-created with students, written in student friendly language, a task sheet, etc). This clarification will occur at the beginning of the task so students are afforded the opportunity to succeed in accordance with expectations. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit.[9]

Adaptations and Modifications

Some students at Rockridge have Individual Education Plans that specify adaptations or modifications to their assessments which must be accommodated in accordance with our Provincial School Act. Teachers will adapt or modify the assessment tasks as required by these IEPs and in consultation with students' case manager if necessary.

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[7] MYP: From Principles into Practice. (2014) *"What is an IB education – Connected."* 13.
[8] MYP: From Principles into Practice. (2014) *"Inquiry: Establishing the Purpose of the Unit– Summative Assessment."* 64.
[9] MYP: From Principles into Practice. (2014). "Planning Assessment - Developing task-specific clarifications." 88.

Sample Assessment Tasks

The following **non-exclusive** list is of descriptions of tasks that might be used as summative or formative tasks. They are grouped somewhat by learning modality. We refer to this list with thanks to the teachers at Stratford Hall IB World School who created it.[10]

Written
- ❑ Create or participate in a blog or other social medium – share ideas in an interactive and ongoing way
- ❑ Creative writing assignment – a story or account, a poem
- ❑ Demonstration – evidence of a skill or attitude, often through teacher observation and anecdotal report
- ❑ Essay – multiple paragraph, structured
- ❑ Examination – broad based task that covers multiple topics
- ❑ Lab assignment – a write-up based on scientific criteria
- ❑ List or record – a directed set of short responses
- ❑ Piece of writing – any writing that does not fall under another category or has multiple categories
- ❑ Quiz (limited coverage, recently taught material, under 15 minutes)
- ❑ Report – an in-depth study or analysis that is not organized as an essay
- ❑ Response/commentary – an analysis, like a book report, that makes a judgement
- ❑ Test (wide breadth coverage, but usually single topic or unit, longer period of time (30 minutes +)
  - ▪ Test: Multiple choice
  - ▪ Test: Open response (paragraphs, essays, problem solving)
  - ▪ Test: Directed response (fill in the blanks, matching, true-false)

Oral
- ❑ Debate – group exercise where sides of an issue are defended or attacked
- ❑ Demonstration – evidence of a skill or attitude, often through teacher observation and anecdotal report
- ❑ Interview – dialogue between two or more people. May be a written assignment.
- ❑ Performance (as in music or acting) – demonstration of taught skills
- ❑ Presentation or report – organized and scripted
- ❑ Quiz – oral response to a set of questions
- ❑ Response/commentary – an analysis, like a book report, that makes a judgement
- ❑ Seminar – participation in an open discussion about a topic
- ❑ Speech – prepared or impromptu

Visual
- ❑ Create a video or slideshow – using technology for a visual presentation
- ❑ Demonstration – evidence of a skill or attitude, often through teacher observation and anecdotal report
- ❑ Performance – prepared and/or rehearsed
- ❑ Representation (2D) – a poster, brochure, pamphlet or similar visually-oriented work
- ❑ Representation (3D) – a model or project

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[10] Stratford Hall IB World School. (2011). *Assessment Policy*.

Assessment of Late or Missed Work

The following outlines the policy regarding student absences from class resulting in late or missed work.

Students need to demonstrate understanding of learning outcomes. If a student is absent, it is expected that students take the responsibility to immediately find out from teachers or a classmate what learning was missed and how to make up any assignments. It is the teachers' option to either:

    a) not include the assessment task, or

    b) provide a make-up assessment task.

We do not advise that students go on holiday during school time. If parents opt to take their children out, any work missed is solely the student's responsibility. Teachers are not expected to provide extra classes, make-up tests or specific work to be completed.

If a student misses assessment and/or evaluation tasks (such as tests or assignments) the report grade may be "INCOMPLETE". If this becomes the case, teachers will inform administration via an Incomplete Report.

Self-Assessment of the Approaches to Learning (ATL) Skills

The Student Progress Reporting Order for students in K-9 requires a student self-assessment on Core Competencies at the end of the school year.[11] It has been determined and consequently Ministry approved that the Core Competences are equivalent to the MYP Approaches to Learning (ATL). Students in grade 8 and 9 will complete a self-assessment (see a sample in Appendix B) for:

-    3 ATL Skill Clusters - Communication, Social and Self- Management in May 2018
-    All 5 ATL Skill Clusters - Communication, Social and Self- Management, Research and Thinking in May 2019

So that students are familiar with this self- assessment process. Formative self-assessment takes place in classrooms for each of the skills throughout the year.

Reporting Achievement

For the Middle Years

The MYP model of assessment is described as **criterion-related**, as it is based upon international pre-determined criteria that all students have access to before beginning any task. The MYP has identified objectives for each subject, which are directly related to the assessment criteria for that particular subject. The level of student success in reaching the objectives of each subject are measured in terms of "levels of achievement." These are described in each assessment criterion of that subject.   Each subject has four assessment criteria (A, B, C and D) and each criterion is on an 8 point scale. Please note that an achievement level is not seen as being 'out of 8.' Rather, there are specific descriptors for each achievement level that outline the students' current level of performance. The criteria for each course can be found below.

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[11] Ministry of Education (March 2017). *Supporting the Self-Assessment and Reporting of Core Competencies-Draft*. https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf

Reporting on Common Summative Assessment Tasks

We recognize the benefits of having consistency across each subject and grade. We also recognize that the MYP requires us to standardize our summative assessment criteria. To be authentic, this process takes time and is typically completed during collaboration time.

Reporting Schedule

In accordance with our reporting mandate from the BC Ministry of Education and in keeping with the aims of the IB MYP, teachers will report out to parents on students' achievement five times a year as detailed below.

1. **First Term Interim Progress Report**
   - ❑ This report specifies whether or not a student is meeting or not meeting expectations. In addition, one ATL skill cluster (Self-management, Social, Thinking, Research and/or Communication) will be reported on with levels Expert (E), Practitioner (P), Learner (L) or Novice (N). As the report goes out to parents after only 6 or so weeks of instruction, this report serves as more of a check-in. It is often the first formalized contact between parents and teachers.

2. **First Term Report Card on Achievement**
   - ❑ The students will receive a level (from 0-8) for each of the criteria that were sufficiently assessed during that term in that course. This means that in some cases only 1 criterion will be reported while in other cases 2-4 criteria may be reported. The most recent and consistent level of achievement is used to create the IB level for a particular criterion. In addition, students receive a level Expert (E), Practitioner (P), Learner (L) or Novice (N) for at least one ATL skill cluster.

3. **Parent – Teacher Interviews**
   - ❑ Parent-teacher interviews take place in January. Parents and guardians have an opportunity to indicate their preferred times for interviews and to select the teachers with whom they would like to meet well in advance of the interview dates. The interview dates are published in the school calendar. If a parent is unable to attend Parent-teacher interviews or does not have the opportunity to talk to a specific teacher, alternate arrangements can be made with that given teacher or teachers. Students are also encouraged, but not required to, attend these conferences.

4. **Second Term Report Card on Achievement**
   - ❑ Students will, again, receive a level (from 0-8) for each of the 4 criteria. This demonstrates their achievement at this time in the year. In addition, students receive a level Expert (E), Practitioner (P), Learner (L) or Novice (N) for at least one ATL skill cluster.

5. **Third Term Report Card on Achievement**
   - ❑ Each student will receive a level (from 0-8) for each of the 4 criteria plus a FINAL IB Grade (1-7) for each subject. The Final IB Grade is determined by adding the most recent and consistent achievement level on each of the 4 criteria to arrive at a total out of 32. Please see the chart on the next page to convert the total out of 32 to a Final IB Grade (from 1-7) and the corresponding BC Percent. In addition, students receive a level Expert (E), Practitioner (P), Learner (L) or Novice (N) for at least one ATL skill cluster.

6. **Student Self Reflection on the ATL skill clusters**
   - ❑ Twice per year grade 8 and 9 students self-reflect on the ATL skills. A rubric and reflection questions are provided. This document is shared with their parents through google classroom.

This will expand to grade 10's in the 2019-2020 year. At that time, teacher assessment of the ATL skill clusters will discontinue.

MYP Conversion Table			
IB total	IB FINAL Grade	BC Grade	BC %
32	7	A	100
31	7	A	99
30	7	A	98
29	7	A	97
28	7	A	96
27	6	A	95
26	6	A	92
25	6	A	90
24	6	A	87
23	5	A	86
22	5	B	84
21	5	B	82
20	5	B	80
19	5	B	78

18	4	B	77
17	4	B	75
16	4	C+	72
15	4	C+	70
14	3	C+	69
13	3	C	66
12	3	C	63
11	3	C	60
10	3	C-	56
9	2	C-	55
8	2	C-	52
7	2	I/F	48
6	2	I/F	45
5	1	I/F	44
4	1	I/F	35
3	1	I/F	26
2	1	I/F	18
1	1	I/F	9
0	1	I/F	9

IB Final Grades:

IB Final Grade	Descriptor
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.
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, infrequently applying knowledge and skills.
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.
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.
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, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
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.

Reporting student progress beyond the formal reports

Teachers will contact a student's parents if the student has not met the learning outcomes covered during the course of a term (In Progress or Incomplete report).

It is the parent's responsibility to ensure that the school is in possession of their current contact information.

Reporting English Language Learners' achievement

Students whose English language skills are not yet proficient enough to enable a subject teacher to assess their understanding of the course objectives fairly will not receive a grade on the report card until at which time their language improves enough to allow it.

ROCKRIDGE - Honour Roll Policy (Grade 8 to 10)

❏ Honour roll is based on Rockridge or SD45 school performance.

❏ Honour roll is calculated based on final IB grades of 1-7 and will be posted at the end of the year*

❏ Honour roll will be calculated based on their 7 best courses.

❏ Students must be enrolled in a minimum of eight courses

❏ Students must complete Career Education 8 and 9 and Personal Project 10 but those marks are not included in the calculations

❏ Students must have a final IB grades of 3 or higher

❏ Students must complete the **service learning** requirements for the year

❏ Those students who receive an "I" on their final report card will have their honour roll status calculated upon conversion of the "I".

❏ Honour Roll is calculated by averaging final IB grades (1-7)**

  o A calculated average of an IB final grade of 6 or higher will be recognized as Honours with distinction.

  o A calculated average of an IB final grade of 5 will be recognized as Honours.

  o For non- IB courses a comparable percent will be used in calculation

* Based on the final mark, all students achieving honour roll at the end of year will be presented with certificates of achievement.

**External courses (courses not taken in the West Vancouver School District) will not be included in the Honour Roll calculation.

Honour Roll	Number of courses	Average MYP level	Average Percent in non-MYP courses
Honours	7	5	77.5% to 86.4%
Honours with Distinction	7	6	86.5% to 100%

Assessment Policy Alignment

Rockridge's assessment philosophy and policy align with our values and policies as outlined below. In all of these policies and positions, the student is central.

… to our mission statement

We aim to foster "excellence in personal achievement, compassion, curiosity and critical thinking"[12] and our assessment policy will be a major driver in helping us achieve this mission for the following non-exclusive reasons. First, it explains that we believe students need to be involved in assessment through peer assessment, self-assessment and even co-creating the assessments. There is a broad and deep evidence-base that shows that using assessment in this way improves learning more than other approaches or interventions. [13] Second, the policy shows that our assessments are broad and varied and work directly to address the learning objectives in ways that require students to be engaged in critical thinking.

…to IB's Learner Profile

Rockridge's Assessment Policy reflects the MYP learner profile traits of balanced, open-minded and commuicators because we work to be totally clear about our expectations of students with the students themselves and their parents. The policy also details how we model open communication with the school community around our assessment practices. Our Assessment Policy also supports the IB's holistic approach to education as it encourages a growth mindset[14] in students, which supports a healthy self-esteem and emotional connection to learning.

…to our Academic Honesty Policy

The Academic Honesty Policy is essentially about the process of acquiring and processing information. The Assessment Policy aligns with our Academic Honesty Policy because we set clear objectives for the process of acquiring and using information – objectives which we also assess in accordance with our Assessment Policy.

…to our Admissions Policy

Our Assessment Policy aligns with our Admissions policy of welcoming all types of learners within our catchment first and then from beyond because we do not require students to take any assessments prior to being awarded entrance to our school.

…to our Language Policy

Our Assessment Policy aligns with our Language Policy in that we all assess and teach language throughout our various curricula. How a student uses academic language, for example, will have clear criteria and objectives that the student will be fully aware of and receive or generate feedback on throughout the course of their learning.

…to our Special Education Policy

Our Assessment Policy aligns with our Special Education Policy because our Assessment Policy applies to all of our learners – regardless of their learning abilities. Flexibility is built into our Assessment Policy to recognize and allow for

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[12] MYP: From Principles into Practice. (2014) *"Mission Statement."* vi.

[13] Dylan Wiliam, Paul Black, C Harrison, L Earle, C Lee, B Marshall, Ken O'Connor, and many others have published widely on this connection.

[14] Dweck, C. (2006) *Mindset: The new psychology of success*.

use of technology or other means when students' special needs hinders their learning. Our Special Education Policy aligns with our Assessment Policy in that students are supported, where possible, in showing their learning in a myriad of ways as is appropriate to the task and the students' abilities

Policy Review Protocol

The Rockridge Assessment Policy is a working document. This policy will be reviewed and revised as needed each Fall through the Curriculum Coordinators in consultation with departments, students, and the parent community via the Rockridge PAC Executive.

Communication of the Assessment Policy

The Assessment Policy will be listed with the other school policies on our public website. Parts of it will be published in the student handbook.

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