

# Baltimore International Academy West



## PYP/MYP ASSESSMENT POLICY

*Home of Rising Diplomats and Global Leaders*

# BALTIMORE INTERNATIONAL ACADEMY WEST

## MYP Assessment

### Philosophy/Purpose

In the MYP, teachers assess students based on each subject's objectives and the assessment criteria established by the IB for each year of the programme. Teachers use a variety of assessment tasks that allow students to demonstrate their achievement levels against the established assessment criteria. These criteria are given to students in advance to ensure that they understand the expectations and goals for each subject. "Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts." MYP assesses the students' final products, as well as their learning processes. Assessments are used to provide meaningful feedback to students.

### How Assessment is Addressed

BIA West uses the Assessment Criteria established by IB for each subject:

- Each subject has four assessment criteria aligned with the subject's 4 goals
- Each criterion has 4 achievement levels used to evaluate students
- The Assessment Criteria are shared with students to ensure they understand the expectations

#### **MYP Internal Assessments:**

**Pre-Assessments** are administered to MYP students to evaluate their levels of skills and understanding of each subject. The analysis of the pre-assessments creates baselines for teachers and students. These baselines will assist teachers with instruction and learning for each student and the class; the baselines inform students of

**Formative Assessment** is an integral part of our school's academic culture and is used to measure student's knowledge and experience. The results of these assessments assist teachers with informing instruction, creating curriculum, re-teaching, and assessing. Formative assessment provides ongoing feedback regarding students' learning that can be used by instructors to improve their teaching and by students to improve their learning. They are usually low-stakes, low point value, and allows teachers to address issues immediately. Teachers use a variety of assessment forms including but not limited to verbal assessments, written assessments, progressive assessments, web-based assessments, etc. These assessments include but are not limited to:

- Anecdotal records
- Student/class reflections
- Student work samples
- Classroom observations
- Portfolios
- Performance tasks
- Student/teacher conferences
- Curriculum based assessments
- Oral assessments
- Written assessments
- Progressive assessments
- Web-based assessments

**Summative Assessment** evaluates a student's knowledge, skills, and abilities acquired over a large section of a course, such as at the end of an IB PYP or MYP unit, for the purpose of evaluating student mastery. The level of mastery is pre-determined using a rubric for the assessment, and/or grading policy. Teachers are encouraged to use them as an important role in the final grade a student earns in a course. Examples of summative assessments include:

- Individual and group projects and presentations
- End-of-Unit assessments and projects
- District unit assessments
- Benchmarking assessments
- Research papers

- Experimental science labs

Teachers translate achievement levels attained on a rubric (either IB or other) into point totals that can be entered into the grade book. The letter grades recorded in the grade book as a result of the use of these rubrics correlates reasonably to the IB grade bands for each assessment. Assessments allow teachers to monitor student progress towards meeting IB standards. Overall, formative assessments check for understanding and learning and prepare students for the “higher-stakes” of summative assessments, which measure achievement and are used to evaluate student knowledge, problem solving, and skill level.

**District and State Mandatory Assessments** are administered to all students in Kindergarten through Eighth grades.

- **K:** Kindergarten Readiness Assessment (KRA) - State Assessment
- **K-1:** Math Interim Assessment – District Assessment 3 times per year
- **2-8:** ANet Benchmark - Reading and Math, 3 times per year
- **3-8:** MCAP (Maryland Comprehensive Assessment Program) – State mandated – Reading and Math, once per school year
- **5 & 8:** MCAP Assessment (Maryland Comprehensive Assessment Program) – State mandated – science, once per school year

## Documenting and Reporting

**Reporting on assessment** at BIA West includes communicating what students know, understand, and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive, and understandable to all parties. Teachers are expected to keep parents informed. Parents receive both positive and constructive reports concerning their child’s progress. Parent conferences are scheduled quarterly for report cards and progress reports. Additional parent conferences are scheduled on an “as needed” basis to discuss student progress and/or behavior. Teachers are expected to use email as another way of keeping parents informed about their children. Student-led conferences are scheduled at least once a year.

Formal documentation of student progress is achieved through:

**The Student Portfolio** is a collection of student works that is representative of individual learning. It provides a record of student effort and achievement in all areas of school curriculum and school life. Each student has his/her own portfolio, which can contain unit reports, work samples, samples of achievements and failures. End-of-Unit projects can also be captured by photographs and included in the portfolio.

Portfolios are used to document student growth and provide a way for students to track their learning process and define their growth as learners. Students also use their portfolios to guide their discussions during the Student-Led conferences. We started using electronic portfolios in the school year 2020-2021

**BCPS (Baltimore City Public Schools) Report Cards** are sent home with students in grades K-8 every quarter (October, December, March, June). Any unsatisfactory grades are addressed in the written comments section so that parents can clearly understand where the improvement is needed and how they can help. Interim progress reports are released in the middle of each grading period or anytime thereafter for students making less than satisfactory progress. The notices are to be signed by the parent or guardian and returned to the teacher. Comments will be checked along with the report cards' academic grades by the administration before being distributed. Comments on report cards should reflect areas of strength, weaknesses, and instructional focus for the quarter. All grades that are less than satisfactory will be addressed in the comments. One report per quarter will address:

- Mathematics
- Science
- Health
- Visual Arts
- Target Language Arts (Spanish, Chinese, Arabic, Russian or French)
- English Language Arts – grades 2-8

- Music
- Physical Education
- Computer Technology/Design

**IB Report Cards** are issued to each PYP student twice a year, at the end of the 2<sup>nd</sup> and 4<sup>th</sup> quarters. These report cards evaluate the students' progress with developing the qualities of the Learner Profiles.

**Homework** is a learning activity related to experiences within the classroom. Its purpose is to supplement and enrich work done in class, to provide individual needs, and to promote competency skills and subject matter. Homework is given a minimum of four times per week in each core subject of math, social studies, and science, reading, and language arts. Homework is graded as part of the overall instructional grading policy.

Assignments in grades 3-8 are written in student assignment books and signed by the parent or guardian. In all cases, homework should be thoroughly planned, based on identified learning outcomes, and have specific directions for completion. Homework is assigned in the students' target language and an English version can be emailed directly to parents so they may understand what their child is required to complete.

**Student Recognition** is an important part of the school's culture. This recognition is a motivating factor for all students to do their best. Students are recognized for academic and scholastic achievement each quarter. Certificates are awarded for:

**Honor Roll:**

- Academic Honor Roll
- Principal's Honor Roll
- President's Honor Roll

**Citizenship Award:**

- Grades K-2: "1's" in social skills/conduct
- Grades 3-5: "E" in social skills/conduct

**Perfect Attendance Award:**

- Students have no absence and 3 or less tardies for the quarter

**Ambassador Award:**

- Students use their target language in all areas of the school without reminders
- Students excel in their fluency when using their target language

**Honor Societies:**

- National Elementary Honor Society
- National Junior Honor Society
- French Honor Society
- Slavic Honor Society
- National Chinese Honor Society

**Promotion and Retention** of students are based upon the degree of success achieved in completing the educational objectives for that grade level. Promotion and retention are considered annually in terms of the best placement of an individual student. Promotion is affected when the student has shown achievement and would benefit from the activities of the next grade level. In cases of retention, teachers must discuss concerns relating to student progress with the parent and maintain a portfolio of student work. In cases of students being considered for retention, an academic placement conference is held with the parents/guardians. Names must be submitted to the school social worker, the IEP team, and school administrators no later than January 22 of the school year in

question. If the parent and school personnel cannot reach an agreement relative to retention, the final decision will be rendered by the principal.

**The PYP Exhibition** is for students in the final year of the PYP. They carry out an extended, collaborative inquiry approach to an issue. This takes place towards the end of Year 5. One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. The Exhibition allows students to engage and report on an in-depth, collaborative inquiry and is a culmination of the research, analytical and reporting skills they learned throughout their years in the PYP. ***(BIA West students will participate in this activity when we have 5<sup>th</sup> grade students and are authorized as an IB school. At this point, we are up to 2<sup>nd</sup> grade students in PYP, and we add a new grade every year until we maximize our elementary levels at grade 5, and are an IB candidate school)***

**The MYP Community Project** is one of the ways our school helps fulfill its mission is through the implementation of the IB Community Project for all BIA West 8th Grade students. International Baccalaureate (IB) Community Project is an independent project required for all Middle Years Programme (MYP) Year 3 students. It focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. It is an opportunity for students to work on an area in the community that interests them and to show the skills they have developed over the years in all subjects and through ATL skills. Individual student or a group of no more than 3 students determine a problem in the community and ways to help. Students will engage in a different part of the design cycle at each meeting with a teacher mentor around their topic. The action for their project should take 8-15 hours in total. Students will present their projects at our IB Community Project Event. Students will receive feedback aligned with the IB Community Project criteria from their mentors and a team during and after the showcase. ***(BIA West students will participate in this project when we have become authorized {currently a candidate school} and we have students who have been in the MYP for 3 years. We are not there yet but we have a process in place for when we can participate.)***

### **BIA West PYP Assessment Rubrics**

Assessments in PYP include rubrics, exemplars, anecdotal records, checklists, continuums, portfolios of work. These authentic assessment strategies may be used in conjunction with other forms of assessment, which may include



standardized tests, to assess student performance, basic skills levels, and the efficacy of the program.

**Assessing the content (Projects and summative assessments)**

<b>IB Score</b>	<b>Letter Grade</b>	<b>Percentage</b>	<b>Assessments</b>
E Exceeds Expectations	E/P	90-100	The student consistently and independently demonstrates understanding of the content and skills above and beyond grade-level expectations.
M Meets Expectations	G/I	80-89	The student meets grade-level expectations regarding the content and skills taught.
D Developing Expectations	S/N	70-79	The student shows emerging mastery of the content and skills taught but has not yet met grade-level expectations. Student needs time and support to demonstrate understanding.
N Needs Strengthening	P/U/N	69 or less	Even with additional support and assistance, the student has not yet met grade-level expectations.

**Assessing the Learner Profile**

<b>IB Score</b>	<b>Assessments</b>
1 – Strongly Evident	The student consistently and independently demonstrates understanding of the learner profile skills above and beyond grade-level expectations.
2 – Evident	Meets Expectations -The student demonstrates understanding of the learner profile skills and attitudes
3 – Slightly Evident	The student needs time and support to demonstrate understanding of the learner profile

## BIA West MYP Assessment Rubrics

Grades in MYP are based upon at least two assessments for each criterion wherever this was possible. As the year proceeds, students continue to have opportunities to demonstrate their achievements for all these criteria. Teachers record the MYP scores in a grade book. These are kept separate from the grades for District assessments and rubrics that are maintained in their digital grade books. Teachers determine what percentage of MYP scores will be contributed to students' final grades for the mandatory District Report Cards. Students will receive an MYP Report Card twice a year (2 semesters) and District Report Card 4 times a year (Quarterly)

### How the final grade is achieved in the IBO grading system

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8.
3. Grading is based on the level of achievements for each criterion.
4. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgement. The "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
5. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

The final grade for each of these criteria on the work submitted over the entire semester is then converted to a holistic IB Grade on a 1-7 scale, which is listed in full in the table below. By studying the achievement levels in each of the assessment criteria in each subject, it is possible to see where your child's academic strengths lie, and which areas could be improved upon in the coming terms.

Sum of assessed criteria	MYP Grade	Letter Grade	Description
28-32	7	A+ 97-100	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.

24-27	6	A 90-96	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.
19-23	5	B+ 87-89	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
15-18	4	B 80-86	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.
10-14	3	C+ 77-79	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.
6-9	2	C 70-76	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.
1-5	1	D 60-69	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
N/A	Not Yet Assessed.		

This policy will be reviewed annually during the BIA Inc. Summer Academy stakeholders, to include Board of Directors, Schools' Administrators, Grade Team Coordinators and Parent Teacher Organization officers. Updates will be made based on changes in Federal, State, District School legislation or changes in schools' climate, processes, or procedures.