

Académie Lafayette

MYP and DP Assessment Policy



Académie Lafayette

Philosophy of Assessment

As an IB World school, we are dedicated to providing authentic, meaningful, and standards-based assessments to our students to support and encourage student learning. We gather and analyze information about student performance through formative and summative assessment. Formative assessments are continuous as they inform teachers about student learning and provide a direction for the next instructional steps. Formative assessments also provide students with feedback about their performance and guide them to make adjustments as they continue to learn. Summative assessments generally occur at the end of an instructional cycle or unit, and while supporting student learning, are also used to determine achievement levels of individual students.

10 Académie Lafayette's Principles for Assessment:

1. All students can learn.
2. Assessments of various types determine the effectiveness of teaching.
3. Assessments monitor student learning.
4. Both students and teachers should be involved in assessment.
5. Assessment allows administrators, teachers, and students to evaluate student progress relative to state, national, and worldwide performance.
6. Assessment should reveal what a student knows and what a student understands.
7. Assessment should be used to help parents understand and support what is going on in the classroom.
8. Assessment should allow all stakeholders to see evidence of learning.
9. Parents and students have access to students' grades using our student information system, ManageBac.
10. Demonstrates the continuum towards determined, specific objectives.

In order to facilitate our goal to support and encourage student learning, teachers articulate learning targets to students. These learning targets are written to include Missouri Learning Standards and IB subject-specific aims and objectives. Learning activities and experiences are created for students to practice the stated learning targets and achieve mastery of the content and skills. There is no one superior method of learning activity as each target might require a variety of activities to achieve the stated goal.

While the role and purpose of assessment is similar in all IB Programmes in an IB World School, there are some specific practices and details that differ by programme. When there are practices or policies that are specific to one or more programs, but not all, it will be noted.

Assessment Expectations

Expectations of all IB Programme Teachers

- Practice ongoing formative assessment.
- Vary the types of assessment tasks used in all subjects.
- Provide students with task-specific assessment criteria prior to assessments and check that students clearly understand the criteria.
- Provide students with the opportunity for reflection and self-evaluation.
- Provide clear due dates for assessments and, for larger bodies of work, checkpoints along the way.

This policy was reviewed by the Building Leadership Team in May 2023 and submitted to the Académie Lafayette School Board for approval.

- Provide students with feedback on learning experiences or formative assessments prior to attempting summative assessments.
- Communicate student learning progress and scores with parents using ManageBac, phone calls, email communication, and individual conferences when relevant.
- Participate in the quarterly assessment standardization process with horizontal and/or vertical teams to ensure there are shared assessment practices and expectations throughout the curriculum.

Expectations of IB MYP Teachers

- Ensure assessment criteria and rubrics align with subject area objectives in the MYP and Missouri Learning Standards when relevant.
- The four criteria and each criteria strand is assessed at least one time each semester in grades 6-8 and twice within a semester in each high school course.
- Teachers create task-specific rubrics based on their subject area rubrics for each summative assessment, adapting and modifying descriptors to better align with assessment tasks.
- When assessing student work, teachers use a best-fit approach to assigning a criterion-referenced mark after careful consideration of each student's work.
- Teachers use MYP criteria for formative assessments throughout the year, but may choose to use additional methods of assessment feedback as well.
- Teachers use MYP criteria for summative assessments throughout the year.

Expectations of IB Diploma Programme Teachers

- Outline required internal and external assessments and their due dates at the start of a DP course.
- Develop formative and summative assessments based on aims of DP subject guide and the Missouri Learning Standards when relevant.
- Ensure assessment criteria descriptors found in the subject guides or mark schemes for the DP align with curriculum units and assessments.
- Ensure classroom based assessments in the DP provide students the opportunity to prepare for internal and external course assessments and Core assessments.

Assessment Expectations of All IB Students

- Be accountable for your learning and produce quality products and performances to the best of your ability.
 - Communicate with subject teachers if additional support or re-teaching is needed to meet the course expectations.
- Know how your work will be assessed and refer to assessment criteria before and while you are completing work.
 - Ask questions when you do not understand an assessment task, the course content, or how to complete a task.
- Be aware of due dates and meet them.
 - When missing a due date or assessment date is known in advance, it is your responsibility to make arrangements with the teacher to turn in or complete the assessment ahead of time.
 - When missing a due date or assessment date is the result of unforeseen circumstances, it is your responsibility to make arrangements with the teacher to complete and submit the work within two-days of the deadline.
- Complete all assigned work.

- Missing or incomplete work in grades 6-8: When two or more assessments are missed in any one subject, the student will receive a formal notification and consequence as outlined by (not sure where MS is with this)
- Missing or incomplete work in grades 9-12: Students receive immediate referral to our after school support program GOATT (Get Our Acts Together Time) to make up the missed work.
- Always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement as outlined in the school's Academic Integrity Policy posted on the school website and signed by students and parents at the beginning of each year.

Assessment Types

Assessment tasks, both formative and summative, are based on the written and taught curriculum. Curriculum in the MYP is based on the Missouri State Standards and the MYP units teachers have developed. When designing units of work, the statement of inquiry shapes the summative assessment task. Curriculum in the DP is based on the subject guides provided by the IB. School-developed assessment tasks in the DP are developed to assess a student's current levels of readiness to complete the internal and external exams developed by the International Baccalaureate Organization.

Pre-assessment

Pre-assessment is any type of information a teacher might gather from students prior to beginning a unit. Its purpose is to inform the teacher's instruction. Pre-assessment strategies could include but are not limited to a pre-test, survey, review of prior assessment scores, or conversations.

Formative Assessment Is Assessment *for* Learning

Formative assessment is any type of assessment that occurs during the course of instruction. This could be during a lesson, sequence of lessons, or at home when engaged in individual practice. Its purpose is to give both the student and teacher information about how an individual student is progressing towards unit learning targets or objectives. Formative assessment strategies may include, but are not limited to short quizzes, warmups, exit tickets, open-ended questions, student discussions, project and essay drafts, homework practice problems and reflections. Teachers tailor instruction based upon student performance on formative assessments and use this data for grade-level team discussions regarding opportunities for academic interventions.

Summative Assessment Is Assessment *of* Learning

Summative assessment is assessment that takes place at or near the end of an instructional cycle or unit to measure student understanding and application of content knowledge and skills. Summative assessments are meant to be a final assessment. Types of summative assessment tasks might include, but are not limited to compositions, essays, tests, presentations, open-ended tasks, journals, portfolios, videos, research, science labs, etc.

The MYP Assessments

The MYP has established subject area assessment criteria for each of the MYP subject areas. MYP teachers use the Year 1, Year 3 or Year 5 rubric appropriate to students' year in the programme. Language Acquisition teachers use the Six Phases of the MYP rubrics based on the language development of the students they are teaching. Teachers in similar subjects collaborate in an assessment standardization process each quarter of the school year to ensure that there is agreement among teachers about the expectations at each achievement level on rubrics.

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The DP Assessments

Teachers in the Académie Lafayette IB Diploma Program receive training in the IB Programme Standards and Practices within their subject or Core components. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment, and strategies for making the assessment criteria accessible and understood by students in the programme. A variety of professional opportunities including access to MyIB, collaboration with other subject area teachers, and a review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. Teachers regularly collaborate to ensure that use of assessment criteria is consistent. In addition to formative and summative classroom assessments, DP students produce internal and external assessments attached to the courses and programs in which they are enrolled.

Diploma Programme Internal Assessments

Internal assessments are pieces of student work that are evaluated by the DP subject teacher. This teacher evaluates and scores the student work using the assessment rubric provided by IB. External examiners moderate the teacher's work to ensure alignment to the IB assessment criteria. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics, as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

Diploma Programme External Assessments

External assessments also enable students to show their work over time and sometimes outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

Diploma Programme Core Requirements

Students completing the requirements for the IB Diploma Certificate have Core requirements that are assessed internally as is done with Theory of Knowledge (TOK), or externally as is done with the Extended Essay (EE). Students are also required to complete the Creativity, Activity, and Service (CAS) programme over the 18 months enrolled as a Diploma student. Students work on these core requirements over the two years of the DP with the support and guidance of coordinators, supervisors, and teachers.

Diploma Programme Examinations

The final category of summative assessment is the subject area examinations, administered in May. Examinations occur under strictly controlled conditions and often over a two-day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment styles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries, and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are submitted within 24 hours following the examination to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade on the 1-7 scale.

Local and State Assessments

- Subject area assessments developed by classroom teachers
- Avant Assessment: French, Mandarin, Spanish
- Northwest Evaluation Association (NWEA) English, Math, and Science tests

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- Missouri Assessment Program (MAP) for middle school English, math, and science
- High School End of Course exams (EOC) for select courses in English, Math, Biology, and American Government.

Assessment Recording and Reporting

Académie Lafayette believes that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Teachers report student scores in the online gradebook, ManageBac.
- Students and families are able to see student scores online through the student or parent portal.
- Teachers regularly update the online gradebook, ManageBac at least once every two weeks.
- Students and families are encouraged to contact their teachers if they have specific questions about assessment scores..
- Student Success Night at the start of each school year will communicate specific course curriculum and assessment details.
- Progress reports will be emailed to parents at designated times throughout the academic year.
- Parent/Teacher conferences will provide opportunities to discuss assessment results twice a year.
- Report cards will be emailed to parents at the end of the academic year.
- An Individual Educational Plan (IEP) for special education students will communicate necessary accommodations for assessment. Any modifications to assessment will be stated in the student’s IEP.

MYP Assessment Scores

All scored formative and summative assessments use the MYP criteria to communicate student achievement. After determining the “best-fit” score for each assessed criteria at the end of the grading period, the teacher records the score in MangeBac. ManageBac provides the IB Overall Level of Achievement (OLA) score on a 1-7 point scale for each subject at the end of the grading period. Formative assessments can be used by the teacher to determine the “best fit” score at the end of a grading period when more information is needed. However, formative assessments do hold the same weight as summative assessments when determining a student’s level of achievement in the MYP criteria. For example, a teacher may be challenged when determining whether a 4 or a 5 is the best-fit score in a specific criterion for a student when only reviewing summative assessment scores. In order to determine which is the most accurate description of the student’s achievement level, the teacher reviews the student’s formative assessment work make the final decision.

DP Assessment Scores

Each subject area of our DP develops its own system of assessment scoring to coincide with the IB DP external and internal assessment requirements and rubrics. In each DP course, teachers are using the 1-7 point scale to communicate achievement. Like in the MYP, teachers use these criteria-based rubrics to communicate with students and families about progress in the course. Teachers record both formative and summative assessments in the Académie Lafayette gradebook, ManageBac. Subject teachers determine the overall impact of formative and summative assessments on a course grade. The weighting of these assessments is based upon the course structure and the subject assessment modes. Diploma Programme teachers must share how a student’s overall grade will be determined in the course on the syllabus at the start of the course. IB DP external assessments that are administered or submitted at the end of the academic year and scored in the months following will not be part of the student’s Académie Lafayette grades. Instead, the preparation leading to these assessments is what impacts the student’s ALIHS course grades.

MYP and DP Assessment Standardization Process

Teachers participate in an assessment standardization process each quarter of the school year to ensure that students experience effective assessments practices throughout their learning experience at Académie Lafayette. During this process, horizontal and/or vertical curriculum teams review and score the same set of student work samples. Teachers share their assessment scores and collaborate as a team in order to achieve a consensus on assessment scores for the whole set of student samples.