



## Cardinal Carter Catholic School Assessment Policy

### Philosophy and Principles

The assessment practices at Cardinal Carter Catholic Middle School reflect the involvement of all stakeholders within our educational community. The Ontario Ministry of Education document *Growing Success* is followed in conjunction with the Board policy as well as the IBO policies. Our assessment follows the format as outlined in *MYP: From Principles into Practice* and adheres to subject specific aims and objectives. Teachers use subject specific assessment criteria from the IB course guides and use a best-fit approach based on the strand descriptors in the DP subject assessment criteria when determining student performance. Assessment data is shared with parents a minimum of six times per school year. Students take part in their own assessment through self and peer assessment for the purposes of reflection on practice in order to drive improvements in their own learning.

For all stakeholders, it is the common philosophy that assessment at our school be used to support and improve student learning. The Cardinal Carter Catholic School and the Windsor Essex Catholic District School Board mission statements are underpinned by all assessment practices. Curriculum chairs and administrators manage, review, and analyze assessment data to help drive professional development activities within the school.

Assessment data is **shared formally with parents three times per school year for Years 2 and 3 students. For MYP Years 4 and 5** assessment data is **shared formally with parents four times per school year.**

### Articulation of Assessment -- Planning for Assessment and Assessment Strategies: Roles and Responsibilities

Assessment at Cardinal Carter Catholic Middle School is a collaborative process which includes students, teachers, and administrators. Students play an active role in assessment through negotiation of deadlines with teachers, developing task specific criteria to compliment the MYP assessment criteria, and providing feedback through self and peer assessment on Assessment As and For Learning. Assessment is also used as a driving force when planning curriculum both within subject areas and when interdisciplinary activities allow.

Assessment starts with the teacher's use of subject specific assessment criteria from course guides and the application of age and task specific indicators on Assessments using a variety of methods including written, oral and performance based assessments. Teachers use a best fit approach based on the strand descriptors in the MYP subject assessment criteria when determining student performance. Students take part in their own assessment through self and

peer assessment for the purposes of reflection on practice in order to drive improvements in their own learning.

### **Grading / Marking / Feedback and Reporting on Assessment**

Throughout the curriculum and instructional process, assessment should

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know using the “best fit” approach
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students’ acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized, moderated and reviewed;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world;

All teachers are encouraged to provide abundant written feedback on assessments in order to help guide student learning. Students are encouraged to reflect on their performance on assessments in a number of ways including journaling, reflective responses, class discussions, and creating time management and study plans.

Finally parent/teacher conferences are available any time within the academic year to address specific concerns parents, teachers, or students are having with regards to assessment.

### **Determining the Final MYP Level of Achievement**

#### **1. Collecting the information**

Teachers will use assessment tasks to make judgments of their students’ performance against the assessment criteria at intervals during the school year in their subject. Many of the assessment tasks will allow judgments of levels to be made with regard to more than one criterion.

For the purposes of awarding final grades, teachers must ensure that, for each student, they make at least **two** judgments against each criterion. This can be achieved by using similar assessment tasks more than once, or by incorporating other types of assessment activities. Obviously more-complex tasks will allow students to be assessed against multiple criteria; therefore, the final MYP level awarded may rest on a limited number of tasks.

## 2. Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level of achievement for each criterion. Where the judgments for a criterion differ for specific assessment tasks, the teacher must use their professional judgment to decide which level best represents the student's final level of achievement.

**Important:** Averages are not used to determine a final level of achievement for any given criterion. Students can develop academically right up to the end of the program, and teachers use professional judgment (that is supported by work completed) as to which level best corresponds (best fit) to a student's general level of performance for each of the criteria.

## 3. Determining the final criterion levels total

The final levels for each criterion must then be added together to give a **final criterion levels total** for the subject area for each student.

## 4. Determining the final Level of Achievement

Grade boundaries must be applied to the criterion level totals to decide the final MYP level of achievement (levels 1-7). These grade boundaries are located on the course of studies for each subject and must be in accordance with the most up to date descriptors from MYP.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest). The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the grade boundaries to determine a student's final level of achievement, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement. The use of the IBSO table of equivalents will be used to report achievement on provincial report cards.

### CCCS Conversion Scale (IBSO Table of Equivalents May 2015)

| IB Grade | Ontario Percentage |
|----------|--------------------|
| 7        | 97 – 100%          |
| 6        | 93 – 96%           |
| 5        | 84 – 92%           |
| 4        | 72 – 83%           |
| 3        | 61 – 71%           |
| 2        | 50 – 60%           |
| 1        | Failing Grade      |

## **Homework**

The amount of time will vary depending on course workloads at different times in the semester and the nature of the homework tasks. It is highly recommended that students spend some time each night working on each of their subjects.

## **Training of IB MYP Teachers**

All MYP teachers at Cardinal Carter Catholic Middle School attend specialized IB workshops, which provide training in the teaching and assessing of IB courses. MYP teachers consult IB subject guidelines and use the IB Online Curriculum Centre to share best practices.

## **Integration of IB Policies**

Academic honesty is strictly enforced following the guidelines set forth in the Cardinal Carter Catholic Middle School IB Academic Honesty Policy. Students with identified learning needs (e.g. IEP, ELL) will receive supports and accommodations based on their individual needs and guided by the IB Cardinal Carter Catholic Middle School Special Educational Needs and Language Policies.

## **Review CCCS Assessment Policy**

This policy will be reviewed every 5 years by a committee consisting of the MYP Coordinator as well as the Principal and respective IB teachers. The assessment policy for the MYP programme is made available to all members of the school community through a description of the process of assessment on course outlines as well as discussion of assessment practices within classes and at parent-teacher conferences. A copy of the policy is also posted on our school website.

## **Documents in effect:**

- Ontario Ministry of Education (2010), *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*.
- International Baccalaureate Organization (2014), *Middle Years Programme, From Principles Into Practice*
- International Baccalaureate Organization (2016), *Further Guidance For Developing Assessed Curriculum*