CEDAR
INTERNATIONAL
SCHOOL
BRITISH VIRGIN ISLANDS

Cedar Secondary School

Assessment Guidelines & Practices

Purpose of Assessment:
- To assess for success.
- To support and encourage learning by providing formative and summative feedback on the learning process.
- To identify the learning needs of the students.
- To inform and enhance the teaching process.
- To promote positive student learning experiences.
- To support curriculum goals.
- To promote a deep understanding of the subjects through inquiry that is set in real world contexts.
- To promote the holistic nature and the international dimension of the programme.
- To encourage the development of higher order cognitive skills.

Principles of Assessment:
- Assessment is key to planning, teaching and learning.
- There is a balance between formative and summative assessment.
- There are opportunities for peer and self assessment.
- There are opportunities for student reflection.
- Assessment of student work is carried out using a criterion-related approach.
- Authentic assessment is the use of learning activities that are related to real-life situations to assess student competence in designated skills.
- Assessment is based on what a learner understands and can do.
- Teachers assess what students turn in. If students don't turn in work, teachers cannot give an accurate assessment.
- Teachers provide students with regular feedback for future learning.
- Reporting feedback (summative and formative) is meaningful.

Assessment Practices:
- The methods of assessment and evaluation of student learning are developmentally appropriate according to student needs.

- Authentic assessment tasks are developed according to the published criteria that are derived from the course aims and objectives. A wide variety of tasks should be used, such as projects, oral presentations, performances, written papers, essays, examinations and other assessment strategies.

- At the start of a new task, students are introduced to the assessment expectations, standards and practices. Performance expectations are specified for each individual task.

- The assessment methods are made clear and reported on ManageBac to parents and students.

- All grades are reported on Managebac (for parents and students) within 10 days of the assessment date.

- Teachers make professional judgments based on the Diploma Programme (DP) and the Middle Year Programme (MYP) assessment criteria as defined in the subject guides.

- **All the data** is taken into account when determining a level of achievement for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion.

- The published assessment criteria and achievement level descriptors are used when assessing student work.

- In years 1-4 of the MYP, assessment is organised in a way that is consistent with the interim objectives by modifying the existing assessment criteria to reflect each stage of learning.

- End of semester reports include grades for each criterion. These represent the professional judgment of the teacher of the ability of each student within each criterion. In the MYP each criterion must be assessed at least **once** in each semester to provide the teacher with required evidence. **The greater number of criteria assessed the greater the evidence.**

- In the DP a **minimum** of four formative and two summative assessments will be recorded each semester. All summative assessment should mirror the format of the formal assessment.   Teachers are required to provide adequate summative assessment to allow the student to practice all forms of formal assessment.

- Assessment levels are determined based on assessment results and on the teachers' best judgment, not on fixed mathematical formulas.

- The diploma coordinator at the beginning of grade 12 provides modified deadlines for all internal formal assessment.

- In the DP teachers will use the latest published grade boundaries for their subject (subject report on the occ) to determine grade levels.   Consideration should be made for different grade boundaries for each component of the subject.

- At the end of a trimester an 'Incomplete' will be given to any student who has not turned in one or more summative assessments in a subject area. The student must complete the missing assessments to receive credit for the course.

- Late assignments will not be accepted, except at the discretion of the teacher. A no grade or zero can be attained by a student who fails to submit an assignment. This will be communicated with the parents using either ManageBac and/or email.

- DP grades should indicate the students current level of achievement and not the level a teacher expects the student to be at the end of the programme.

Assessment Notes:

Defining Formative vs. Summative Assessment

A distinction can be made between:
- **Summative assessment:** aimed at determining a student's achievement level, generally at the end of a unit or course of study.
    - Examples of this type of assessment include open-ended tasks, performance assessments, process journals, portfolios, etc.
- **Formative assessment:** aimed at identifying the learning needs of students and forming part of the learning process itself.
    - Examples of this type of assessment include classroom observations, homework, quizzes, etc.

Special Note on IB Determining Grades:

From an IB perspective, it is fully acceptable to determine MYP/DP grades and then convert these to grades for other systems. It is **not** acceptable to determine grades for other systems and then convert these to MYP grades.

Other inappropriate methods include the practice of awarding final levels, or even grades, determined by a proportion of class work, homework and test scores. Weighting these would not be appropriate.

Examples of Summative Type Assessment Tasks:

Open-ended tasks
This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

Performance
The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

Performances of understanding allow students both to build **and** demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we **have**—like a set of facts we possess—but rather is something we **can do**. In MYP interdisciplinary designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or integrative understandings.

In the MYP, teachers are encouraged to employ a variety of assessment strategies, tasks, and tools to monitor and further support student learning. Teacher-designed **performances of understanding** may take the form of a composition, a research report, a presentation, or a proposed solution. Such performances serve two functions: 1) they **build** student understandings; and 2) they **make such understandings visible** and amenable for assessment. Teachers can use the information to find out how to support students further (formative assessment) and to determine whether the unit has achieved its goals (summative assessment).

The MYP uses the term "performance" in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

Process journals
Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential stages in that process.

Portfolio assessment
Portfolios can be used by students and teachers to record their learning achievements. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes.

Portfolios are useful ways to involve students in their own learning and the assessment of that learning. Teachers and administrators may wish to explore different models of portfolios for use in their own particular schools, taking into consideration the format of the portfolio, such as whether it should be a physical folder or a virtual folder on the school website. Storage issues, among others, will arise with either format.

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