

# Willows Preparatory School



IB MYP/Diploma Programme Assessment Policy

**Willows Preparatory School**



# Willows Preparatory School

International Baccalaureate MYP World School  
Diploma Programme Candidate School

## Assessment Policy, Edited January, 2021

### WPS Mission and Purpose Statement

Willows Preparatory School, in cooperation with families and the greater community, aims to foster an international perspective, innovation, and integrity in all students. Our dynamic, inquiry-based learning environment inspires and empowers our diverse student body in order for all learners to become compassionate, global citizens.

### IB Standards and Practices:

Standard B1.5c:	The school has developed and implements an assessment policy that is consistent with IB expectations.
Standard C4.1:	Assessment at the school aligns with the requirements of the programme.
Standard C4.1a:	The school uses the prescribed assessment criteria for each subject group in each year of the programme.
Standard C4.1b:	Teachers standardize their understanding and application of criteria before deciding on achievement levels
Standard C4.2:	The school communicates its assessment philosophy, policy, and procedures to the school community.
Standard C4.3:	The school uses a range of strategies and tools to assess student learning.
Standard C4.4:	The school provides students with feedback to inform and improve their learning.
Standard C4.5:	The school has systems for recording student progress aligned with the assessment philosophy of the programme.
Standard C4.5a:	The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.
Standard C4.6:	The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
Standard C4.7:	The school analyses assessment data to inform teaching and learning.
Standard C4.8:	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Standard C4.9:	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the...MYP community project.

## **Introduction to Assessment:**

At Willows Preparatory School, assessment is a critical, reoccurring aspect of the learning process. As an International Baccalaureate World School all educators facilitate lessons with assessment in mind and then re-evaluate instruction based on individual student performance. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. <sup>1</sup>

Educating all stakeholders is a priority of Willows Preparatory School. Students, teachers, and parents are always expanding their knowledge and understanding of assessment in the MYP by various means. If there is ever a time when more information is required, or you simply want to discuss our assessment strategies with us then please do not hesitate to be in touch.

## **Purpose of Assessment:**

Assessment aims to:<sup>1</sup>

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the community project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student

## **Formative and Summative Assessment:**

Willows Preparatory School teachers create and implement both formative and summative assessments, both of which are related to each other and integral to the learning process.

Formative Assessment – assessments that provide smaller amounts of feedback on specific learning objectives and/or require students to demonstrate their knowledge of specific targeted aims in order to drive future instruction (e.g. at WPS: lesson exit ticket, daily warm-ups, comprehension quizzes, etc.).

Summative Assessment – assessments that are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria<sup>2</sup> (e.g. at WPS: written assessments, projects, presentation, performances, etc.).

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<sup>1</sup> "MYP: From Principles into Practice." International Baccalaureate, 2014. [www.ibo.org](http://www.ibo.org). p. 78.

<sup>2</sup> Ibid p.79

### Assessment Criteria<sup>3</sup>

Each subject discipline in the MYP has a set of four objectives. MYP objectives are described in terms of what students should know, understand and be able to do at the end of the programme. Each discipline's objectives align with one objective criteria. Both summative and formative tasks can be assessed using the subject specific objective grading criteria. The objective criteria for each discipline in the MYP are described in the table below:

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Each criteria is broken down into strands that provide more detail for teachers and students about how to be successful in any given objective criteria. These strands vary per subject and are carefully worded using the MYP Command terms. Each objective criterion strand must be assessed at least twice in every academic year to ensure a broad assessment base for determining the final achievement levels for each student. At WPS, teachers assess each criterion is assessed twice per semester. The final three pages of this document

<sup>3</sup> Ibid. p.80-83.

summarize our 2020-2021 Assessment Policy for all stakeholders. The objective criterion strands, command terms and achievement levels are too numerous to detail in this document but further information can be provided upon request. Shown below is one example of one objective criterion from Language and Literature (Level 3, Objective Criterion A - Analyzing). The strands are numbered (i-iv), and the command terms are shown in bold for each achievement level.

## Criterion A: Analysing

Maximum: 8

At the end of year 3, students should be able to:

- i. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>i. provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationship among texts</li> <li>ii. provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationship among texts</li> <li>ii. provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.</li> </ol>

Achievement level	Level descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts</li> <li>ii. provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts <b>thoroughly</b></li> <li>ii. provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with a <b>range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.</li> </ul>

All community members are encouraged to discuss the objective criterion with the Head of School, MYP Coordinator and subject teachers as they see fit. Please reach out to us if you want to learn more about the specifics for each subject discipline. Please note each teacher is committed to the use of the criteria and our students will be well versed in their application as a matter of routine in every subject discipline.

Objective criterion assessment provides a holistic approach to the evaluation of student work, resulting in four separate scores between 0-8 for each subject discipline, one for each objective criterion. All staff are encouraged to exercise their professional judgement in determining these criterion grades using a 'best fit' approach. At the end of each academic year the criterion grades are summed and converted to an overall grade, the conversions are shown on page 11 of this document.

### Year Group to MYP Level Alignment, Standardization and Moderation

The Middle Years Programme provides unique objective-criteria alignment for years 1, 3, and 5 (Grades 6, 8 and 10) for each academic discipline. Below is a general breakdown of the interpolation of MYP years for all grades at WPS:

Grade	Year Level	Time Period
6	1	all year
7	1	Semester 1
7	3	Semester 2

8	3	all year
9	3	Semester 1
9	5	Semester 2
10	5	all year

At Willows Preparatory School, several disciplines – Science, Arts, Language & Literature and Individuals & Societies, Design, Mathematics – have more than one teacher assessing students at different year/grade levels. Teachers have published (and routinely review) statements of standardization of assessment for each year-group-discipline. These statements allow all stakeholders to understand how they will be assessed in each discipline according to their grade level.

The process of internal moderation occurs during our professional development meetings and prior to trimester grade submissions; teachers meet with student work examples to come to a common understanding on the criteria and achievement levels and how they are applied. This is conducted to increase the reliability of their judgements and build understanding about student achievement with respect to MYP objectives.

Note: Willows Preparatory School applies the “Arts” criteria to both visual art and instrumental band/music class and the “MYP Projects” criteria to our Year 3 student’s IB Community Project.

### **Assessment Tasks**

The objective criteria can be applied to a variety of assessment tasks and assignments. Teachers at Willows Preparatory School use, but are not limited to, the following common tasks to assess student performance:

- Selected response
- Individual, small-group, and whole-class discussion;
- Research-based written, artistic, and musical compositions;
- Observation
- Individual and group presentations and projects;
- Portfolios;
- Peer and self-assessment/reflection;
- Process Journals;
- In-class speech and debate;
- Open-ended tasks
- Examinations
- Performances

There are several factors involved in choosing any assessment task for different grades and times in the year. Any of the above could be used in a formative or summative assessment at any time in the year. Individual teachers will set their own expectations and will communicate these with students and parents at the appropriate time in advance of an assessment deadline.

## Communication, Reports and Conferences

Willows Preparatory School uses Managebac as our primary assessment gradebook and calendar. Teachers use this online platform to post assignments deadlines for students' planners and report grades on those assignments.

Willows Preparatory School holds parent-teacher conferences twice every school year. The first occurs after the first trimester and the last takes place after the second trimester. The Grade 9 (and 10, 2020-2021 school year) hold student-led conferences. Privately scheduled meetings with parents, students, and teachers occur throughout the school year upon request.

As of the 2019-2020 Willows Prep offers 3 report cards to parents of Grade 6-8<sup>th</sup> Grade students in each academic year. The 9<sup>th</sup> graders receive 2 report cards. These are issued at the conclusion of each trimester and stand to act as a permanent record of an individual's achievement, a vehicle for formative comments and as a starting point for parent teacher conferences. The trimester report cards differ ever so slightly depending on the time of year. The table below summarizes the content according to each trimester for grades 6-8th.

	Criterion Comments	Effort Grade	Formative Comment	GPA	IB Criterion Grades (0-8 for A-D)	IB Final Grade (1-7)
Trimester 1	✓	✓	✓	✓	✓ for those assessed (N/A acceptable)	
Trimester 2		✓	✓	✓	✓	
Trimester 3		✓	✓	✓	✓	✓

All disciplines' 1<sup>st</sup> trimester criterion comments can be found in this document. The ManageBac system continues to be used in the current school year for the production and formatting of report cards.



## Final Grades in the MYP

A final grade is given to each student at the end of every academic year in the MYP. The final grade is determined by summing the achievement levels from the grading criteria and converting to final grade using these grade boundaries.

Grade	Boundary guidelines	Descriptor
1	1–5	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	6–9	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	10–14	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	15–18	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	19–23	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	24–27	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	28–32	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.

## 1<sup>st</sup> trimester Comment-based Grade Descriptors

Arts	Low	Medium	High
<b>Grade 6/7/8 - Criterion A</b> Knowing & Understanding	Demonstrates a limited understanding of concepts, processes, and specific terminology. Expresses misunderstanding or gaps in some areas.	Demonstrates a basic understanding of several concepts, processes, and specific terminology.	Demonstrates a deep understanding of concepts, processes, and specific terminology. Uses applicable knowledge to inform artistic decisions.
<b>Grade 6/7/8 - Criterion B</b> Developing Skills	Attempts to acquire skills necessary for performance. Demonstrates skills with inconsistency during performance.	Acquires and develops skills necessary for performance. Demonstrates necessary skills in performance.	Acquires and develops a mastery of skills necessary to performance. Demonstrates mastery of skills in performance.
<b>Grade 6/7/8 - Criterion C</b> Thinking creatively	Begins to develop understanding of artistic intention. Occasionally demonstrates creative-thinking.	Develops basic understanding of artistic intention. Begins to demonstrate creative-thinking. Explores ideas to shape artistic intention.	Develops coherent artistic intention. Demonstrates a range of creative-thinking. Explores ideas to shape intention through final realization.
<b>Grade 6/7/8 - Criterion D</b> Responding	Inconsistently constructs meaning. Begins to create artistic response with intention. Inaccurately critiques the performance of self and others.	Begins to construct meaning. Creates artistic response with basic intention. Critiques performances on a basic level.	Consistently constructs meaning. Creates an artistic response that intends to reflect or impact the world around them. Accurately critiques the performance of self and others.

Design	Low	Medium	High
<b>Grade 6 - Criterion A</b> Inquiring and Analyzing	Does minimal research to generate a solution.	Uses relevant research as way to inspire a solution.	Excellently prioritizes key research points and uses them to inspire a solution.
<b>Grade 6 - Criterion B</b> Developing Ideas	Creates a drawing/diagram that provides a minimal outline for a solution.	Creates multiple drawings/diagram that provide a basic outline for a potential solution.	Creates multiple drawings/diagrams that outline design specifications for a successful solution.
<b>Grade 6 - Criterion C</b> Creating a solution	Creates a solution that demonstrates limited technical skills.	Follows a simple plan to create a solution that demonstrates modest technical skills.	Follows a detailed plan to create a solution that demonstrates excellent technical skills.
<b>Grade 6 - Criterion D</b> Evaluating	Evaluates the success of based off limited knowledge and data.	Evaluates the success of the solution based off some data and relevant knowledge.	Reflects deeply on the solution and collected data to evaluate the success of the solution.
<b>Grade 7/8 - Criterion A</b> Inquiring and Analyzing	Does minimal research to generate a solution.	Prioritizes key research points from some primary and secondary sources to develop a basic design brief of a solution to the problem.	Uses/cites detailed primary and secondary research to develop a detailed design brief of a solution to the problem.
<b>Grade 7/8 - Criterion B</b> Developing Ideas	Creates a drawing/diagram that provides a minimal outline for a solution.	Creates multiple drawings/diagram that provide a basic outline for a potential solution.	Presents a range of design ideas/drawings, with solid justification for the chosen solution.
<b>Grade 7/8 - Criterion C</b> Creating the solution	Creates a solution that demonstrates limited technical skills.	Follows a simple plan to create a solution that demonstrates modest technical skills.	Follows a detailed plan to create a solution that demonstrates excellent technical skills.
<b>Grade 7/8 - Criterion D</b> Evaluating	Evaluates the success of based off limited knowledge and data.	Uses basic testing methods to evaluate the success of their solution and explain a potential improvement.	Uses detailed testing methods to evaluate the success of their solution and explain multiple potential improvements.

Individuals & Societies	Low	Medium	High
<b>Grade 6 – Criterion A</b> Knowing and Understanding	Uses some terminology in context and demonstrates limited knowledge and understanding of content and concepts.	Uses sufficient terminology in context and demonstrates satisfactory knowledge and understanding of content and concepts.	Consistently uses terminology in context and demonstrates excellent knowledge and understanding of content and concepts.
<b>Grade 6 – Criterion B</b> Investigating	Minimally explains, follows an action plan, collects and records information, and reflects on the process and results of a research question through a mainly guided investigation.	Sufficiently explains, follows an action plan, collects and records information, and reflects on the process and results of a research question through a satisfactory investigation.	Effectively explains, follows an action plan, collects and records information, and reflects on the process and results of a research question through a thorough investigation.
<b>Grade 6 – Criterion C</b> Communicating	In a limited way, communicates and organizes information and ideas while inconsistently listing sources that follows task instructions.	Sufficiently communicates and organizes information and ideas while often listing sources that follows task instructions.	Effectively communicates and organizes information and ideas while always listing sources that follows task instructions.
<b>Grade 6 – Criterion D</b> Thinking critically	Identifies minimal main points and different views to give a limited opinion and analyze ideas, events, visual representation, or arguments.	Identifies most main points and different views to give a substantial opinion and analyze ideas, events, visual representation, or arguments.	Consistently identifies main points and different views in detail to give an opinion and analyze ideas, events, visual representation, or arguments.
<b>Grade 7/8 – Criterion A</b> Knowing and Understanding	Demonstrates basic understanding through limited descriptions and/or examples. Recognizes some vocabulary.	Demonstrates satisfactory understanding through descriptions, explanations and/or examples. Uses relevant vocabulary accurately.	Demonstrates excellent understanding through detailed descriptions, explanations and examples. Consistently uses relevant vocabulary accurately.
<b>Grade 7/8 – Criterion B</b> Investigating	Identifies a research question, follows an action plan, collects and records information and reflects on the research process to a limited extent.	Identifies a research question, follows an action plan, collects and records information and reflects on the research process in some depth and detail.	Identifies and justifies a research question, follows an action plan, collects and records information and reflects on the research process in a detailed, relevant, thoughtful way.
<b>Grade 7/8 – Criterion C</b> Communicating	Communicates and organizes information in a limited way that is not always clear. Inconsistently lists sources.	Communicates and organizes information in a way that is mostly clear. Often lists sources following task instructions.	Communicates and organizes information in a way that is completely clear and effective. Always lists sources following task instructions.
<b>Grade 7/8 – Criterion D</b> Thinking Critically	Identifies and uses information in arguments to a limited extent. Identifies origin and purpose of limited sources.	Identifies the main ideas and different views in information to make arguments. Identifies the origin and purpose of sources/data.	Identifies the main points and different views in information to make detailed arguments. Analyzes a range of sources/data in terms of origin and purpose.

Language & Literature	Low	Medium	High
<b>Grade 6 – Criterion A</b> Analyzing	Identifies and comments on texts limitedly through minimal justification of opinions and ideas from texts.	Identifies and comments on texts clearly through sufficient justification of opinions and ideas from texts.	Identifies and comments in detail on texts through extensive justification of opinions and ideas from texts.
<b>Grade 6 – Criterion B</b> Organizing	Uses minimal organizational structures and tools to organize opinions and ideas in a limited but logical manner.	Uses organizational structures and tools regularly to organize opinions and ideas in a clear, logical manner.	Uses organizational structures and tools extensively to organize opinions and ideas in an effective, logical manner.
<b>Grade 6 – Criterion C</b> Producing text	Produces texts using limited stylistic choices, details, and examples to minimally support ideas and impact their audience.	Produces texts using adequate stylistic choices, details, and examples to clearly support ideas and impact their audience.	Produces texts using perceptive stylistic choices, details, and examples to support extensive ideas and impact their audience.
<b>Grade 6 – Criterion D</b> Using language	Uses limited vocabulary through minimally correct grammar, syntax, and punctuation written, spoken, and non-verbally.	Sufficiently uses appropriate and varied vocabulary through competent grammar, syntax, and punctuation written, spoken, and non-verbally.	Effectively uses appropriate and varied vocabulary through correct grammar, syntax, and punctuation written, spoken, and non-verbally.
<b>Grade 7/8 – Criterion A</b> Analyzing	Demonstrates limited to some understanding of content, language and stylistic choices. Justifies writing with limited to some reasoning.	Demonstrates satisfactory to substantial understanding of content, language and stylistic choices. Justifies writing with satisfactory to substantial reasoning.	Demonstrates sophisticated and clear understanding of content, language and stylistic choices. Justifies writing with effective reasoning.
<b>Grade 7/8 – Criterion B</b> Organizing	Organizes, formats and references with limited to some coherence and clarity.	Organizes, formats and references with adequate coherence and clarity.	Organizes, formats and references with sophisticated coherence and clarity.
<b>Grade 7/8 – Criterion C</b> Producing Text	Produces texts with limited to some imagination and engagement with the writing process.	Produces texts with adequate imagination and engagement with the writing process.	Effectively produces texts with and imagination and thorough engagement with the writing process.
<b>Grade 7/8 – Criterion D</b> Using language	Uses limited to some terminology, conventions and non-verbal communication techniques.	Uses adequate terminology, conventions and non-verbal communication techniques.	Uses sophisticated terminology, conventions and non-verbal communication techniques.

Mathematics	Low	Medium	High
<b>Grade 6/7/8 – Criterion A</b> Knowing & Understanding	Demonstrates limited knowledge of content and ability to implement the strategies	Can routinely implement their knowledge and achieve the correct outcome	Always uses their knowledge and skills to produce accurate and detailed work
<b>Grade 6/7/8 – Criterion B</b> Investigating Patterns	Can identify and explain sequences in general terms	Can identify, construct, and verify general rules when working with sequences and patterns	Can easily identify, verify, and justify general rules when working with sequences and patterns using the appropriate techniques
<b>Grade 6/7/8 – Criterion C</b> Communicating	Occasionally uses the correct forms and processes to communicate their reasoning	Often uses the correct forms and processes to communicate their reasoning	Always communicates effectively using the forms, techniques and processes we have discussed
<b>Grade 6/7/8 – Criterion D</b> Applying in Real-Life Contexts	Has limited ability to recognize the relevant mathematics in the contexts we have studied	Usually identifies the relevant mathematics and can apply their knowledge appropriately	Is perceptive in identifying mathematics in context and can use appropriate strategies to reach an accurate solution

Health and Physical Education	Low	Medium	High
<b>Grade 6 – Criterion A</b> Knowing and Understanding	recalls PE terminology.	Applies PE terminology to communicate understanding with limited success.	Applies PE terminology to communicate understanding.
<b>Grade 6 – Criterion B</b> Planning for performance	states a plan for improving PHE performance.	Outlines a basic plan for improving PE performance.	Outlines a plan for improving PHE performance.
<b>Grade 6 – Criterion C</b> Applying and performance	recalls some PE strategies and movement concepts.	Recalls strategies and movement concepts.	Recalls and applies a range of strategies and movement concepts.
<b>Grade 6 – Criterion D</b> Reflecting and improving performance	states a strategy to enhance interpersonal skills.	Lists strategies to enhance interpersonal skills.	Identifies strategies that enhance interpersonal skills.
<b>Grade 7/8 – Criterion A</b> Knowing and Understanding	applies PE terminology to communicate understanding with limited success.	Applies PE terminology to communicate understanding.	Applies PE terminology consistently to communicate understanding.
<b>Grade 7/8 – Criterion B</b> Planning for performance	outlines a plan for improving PE performance.	Constructs and outlines a plan for improving PHE performance.	Describes the effectiveness of a plan based on the outcome.
<b>Grade 7/8 – Criterion C</b> Applying and performance	recalls and applies skills and techniques with limited success.	Demonstrates and applies skills and techniques with limited success.	Demonstrates and applies skills and techniques with success.
<b>Grade 7/8 – Criterion D</b> Reflecting and improving performance	identifies strategies that enhance interpersonal skills.	Identifies and demonstrates strategies that enhance interpersonal skills.	Outlines and demonstrates strategies that enhance interpersonal skills.

Science	Low	Medium	High
<b>Grade 6 – Criterion A</b> Knowing and Understanding	Student demonstrates limited understanding of content with significant misunderstanding or gaps.	Produces good-quality work. Communicates basic understanding of most concepts and context with few misunderstandings and minor gaps.	Uses knowledge and skills in familiar and unfamiliar classroom and real world situation, often with independence
<b>Grade 6 – Criterion B</b> Inquiring and designing	Student has limited success in stating a testable question, making a prediction and indicating how data will be collected.	Student is able to state a testable question, outline how to manipulate the variables and state how relevant data will be collected.	Student is able to outline a problem/question and a testable prediction using scientific reasoning. Can outline how to manipulate the variables and outline how sufficient relevant data will be collected.
<b>Grade 6 – Criterion C</b> Processing and evaluating	Student has limited success stating the validity of method based on the outcome of a scientific investigation.	Student can state the validity of the method based on the outcome of a scientific investigation.	Student can outline the validity of the method based on the outcome of a scientific investigation.
<b>Grade 6 – Criterion D</b> Reflecting on the impacts of Science	Student has limited success stating the implication of the use of science to solve a specific problem or issue.	Student can outline the implication of using science to solve a specific problem or issue.	Student consistently applies scientific language to communicate understanding clearly and precisely.
<b>Grade 7/8 – Criterion A</b> Knowing and Understanding	The student is able to recall scientific knowledge, apply it to familiar problems, and make informed judgements.	The student states scientific knowledge, solves familiar problems, and supports judgements scientifically.	The student solves familiar problems with scientific knowledge and applies it to unfamiliar problems.
<b>Grade 7/8 – Criterion B</b> Inquiring and designing	The student can state essential components to a laboratory investigation with limited success.	The student can state and outline essential components of a laboratory investigation.	The student outlines and explains key components of laboratory investigations successfully.
<b>Grade 7/8 – Criterion C</b> Processing and evaluating	The student can state results, analysis, and improvements to investigations with limited success.	The student can state results, analysis, and improvements to investigations correctly.	The student can outline the results, analysis, and improvements to investigations accurately.
<b>Grade 7/8 – Criterion D</b> Reflecting on the impacts of Science	The student can state why science can solve a problem and sometimes utilizes scientific language.	The student outlines the way science can solve a problem and sometimes uses scientific language.	The student describes the way science can solve a problem and consistently uses scientific language.

L.A. Spanish	Low	Medium	High
<b>Grade 6/7/8 – Criterion A</b> Comprehending spoken and visual text	The student shows limited understanding of spoken and visual texts.	The student shows adequate to considerable understanding of spoken and visual texts.	The student shows excellent and thorough understanding of spoken and visual texts.
<b>Grade 6/7/8 – Criterion B</b> Comprehending written and visual text	The student shows limited understanding of written and visual texts.	The student shows adequate to considerable understanding of written and visual texts.	The student shows excellent and thorough understanding of written and visual texts.
<b>Grade 6/7/8 – Criterion C</b> Communicating	The students responds minimally and/or with difficulty. They have limited range and make inappropriate linguistic choices.	The student responds appropriately with a good sense of audience. Some responses may contain linguistically inappropriate choices..	The student communicates effectively and confidently on a variety of topics. They have an excellent sense of audience.
<b>Grade 6/7/8 – Criterion D</b> Using language	The students writes/speaks with difficulty. They make significant errors that interfere with comprehension.	The students writes/speaks with general accuracy. They usually use language to suit the context.	The students writes/speaks with great detail and clarity. They effectively use language to suit the context.

## Assessment criteria for the WPS Diploma Program

- Grading in the DP should aim to give students a clear understanding of their progress against the DP expectations and their likely outcome when officially graded by the IB. As a result, students should show growth during the two years of the program demonstrating mastery in year 2.
- Teachers can assess work using qualitative and quantitative processes. Regardless of the process the evaluation criteria for assignments must be clear and communicated to the student at the beginning of the process.
- Final assessment grades on specific tasks will always be awarded as a 1-7 grade.
- In diploma courses, WPS grades should match or be within one grade of a student's predicted IB grade (please see below) to assure that students are receiving an adequate understanding of their current level of overall achievement.
- The final evaluation scale of each subject is from one (1) to seven (7), with four (4) being the minimum passing grade.
- In addition to summative assessment tasks similar to those designed by the IB, teachers will carry out formative assessment tasks and class activities that help them to give feedback to students and guide them to greater mastery of the skills and understandings required for success in their subject areas. These activities and assessment tasks will form part of a student's WPS semester grades and may hold a value of up to 20% of a term grade. Homework that is merely practice, where the authenticity of the work cannot be verified should not be assessed with a weight superior to that of 10% of the total semester grade.
- Student attitudes, study habits, ATL skills do not form part of the academic grade, but are integral to applying the defined assessment criteria for the subject.
- At the beginning of each semester, DP teachers will provide students with a course overview that includes the major assessment tasks that will be assigned during the term, a suggested calendar of dates and a description of the final grade breakdown that will determine their scores at the end of the term.
- Official DP internal assessment tasks and the full mock exams in G12 will take into account the published DP bands. If adjustments are made to these bands the adjusted band will be shared with the students.
- No student will be exempt from summative exams.
- The end of year grade will take into account the work from the whole year. Teachers will have the opportunity of deciding to go up or down on the final grade based on summative assessment performance.
- In the following cases a student's grade may be affected:
  - It is the responsibility of the student to ensure that, in case the assessment task product is digital, the file allows its correct display on the platform. Students must follow teachers' instructions to upload the document(s) to avoid difficulties. If the file cannot be viewed due to a technical difficulty the teacher will contact the student immediately for the student to submit proof of completion, if the students fails to submit proof it will be taken as a non-delivery and will result in a grade of zero (0)
  - In the event that a delivery identifies a breach of the academic honesty / integrity policy, the work will result in a grade of zero (0) and the process established in the policy must be followed. The work must be redone but this won't change the grade.

## Predicted grades Policy

1. What are predicted grades?

“The predicted grade is the teacher’s prediction of the grade the candidate is expected to achieve in each subject, based on all the evidence of the candidate’s work and the teacher’s knowledge of IB standards. Predicted grades are also required for theory of knowledge and the extended essay. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade. The IB takes measures to work with schools that consistently under- or over-predict student grades.” (International Baccalaureate Organization, 2020)

## 2. What are Predicted grades based on?

A predicted grade is the teacher’s estimation of the grade the candidate is expected to achieve in the DP subject. A predicted grade is based on:

- All the evidence of the candidate’s work. CCB encourages teachers to consider mostly summative assessments and mocks.
- The teacher’s knowledge of IB standards.
- The Diploma Programme Grade descriptors

Students and parents/guardians should not expect semester grades to be the same as the predicted grades as during the semester teachers assess the formative process with a variety of activities while the predicted grade is intended to forecast the final IBDP grade that considers only Internal Assessments and External Assessments. However, predicted grades should be within one grade of the student's WPS grades. In the case that a predicted grade has two or more points of difference the teacher will be asked to provide an explanation for this difference which will be reviewed by the DP coordinator and headmaster.

The DP coordinator is responsible for advising the teachers on the best practice for determining predicted grades and will review the grades before they are given to the college counselor.

## 3. Do predicted grades define the IB final grade?

No. *“Predicted grades are used for grade award meetings when considering a subject’s grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used in calculations for candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components for whom calculations are made using global or school averages.”* (International Baccalaureate Organization, 2020)

Each subject guide contains information about external and internal assessments with different weighting that will decide the student final grade. Predicted grades are used for an internal purpose between the IB and the school.

## 4. If Predicted grades do not affect student grades what are they for?

Predicted grades serve as a quality check point between the organization and the school. The organization uses the statistical information to evaluate the correct application of assessment principles, programme standards and school’s understanding of the assessment requirements. Also, these serve as input in the assessment quality purpose of the organization.



The predicted grades issued in April are not typically part of the university admission process and are not known by stakeholders other than the School and IBO.

5. When are predicted grades calculated in CCB?

- In first semester or any moment of the second year of the program for students who need them as part of the university application process. Only requests coming from the College Counselor will be accepted.

April of the second year as part of an International Baccalaureate Organization requirement to submit students' assessments for marking or moderation depending on the subject.

6. Are predicted grades shared with candidates and their parents/guardians?

April predicted grades are not shared with candidates and their parents/guardians. As the IB recommends, the *"predicted grade is a matter between the school and the IB. Schools and teachers must be free from undue pressure when signing off predicted grades."* (International Baccalaureate Organization, 2020)

Predicted grades for college admissions are shared with candidates and their parents/guardians through the College Counselor since they are usually important components of university applications.

7. If a student or parent/guardian has a question about first semester predicted grades, what is the process for clarification?

In case of any question or clarification regarding a first semester predicted grade the family must submit a letter to the Diploma Programme coordinator, who will review the request and write a formal response after consultation with the teacher.

Under no circumstance should families or students approach a teacher directly about predicted grades as it will invalidate any future queries.

#### **Works Cited and Consulted:**

"MYP: From Principles into Practice." International Baccalaureate, 2014. [www.ibo.org](http://www.ibo.org).

IB MYP Curriculum Guides; found at <http://www.ibo.org/programmes/middle-years-programme/curriculum/>

Willows Preparatory School Student and Faculty Handbook, 2019-2020

A Guide to Assessment: Diploma Programme; IBO:

[https://www.ibo.org/globalassets/publications/recognition/assessmentbrief\\_web.pdf](https://www.ibo.org/globalassets/publications/recognition/assessmentbrief_web.pdf)

International Baccalaureate Organization. (2020). *Frequently Asked Questions*. Retrieved <https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/>

International Baccalaureate Organization. (2020). *Programme Resource Center*. Retrieved from Diploma Programme Assessment Procedures.

# MYP Assessment at Willows Preparatory School, 2020-2021



For the 2020-2021 school year we are implementing a full objective criterion-based assessment as is required in the International Baccalaureate Middle Years Programme. The objective of this document is to inform all stakeholders of how WPS students will be assessed and how their 1<sup>st</sup> and 2<sup>nd</sup> semester grades will be calculated.

## Formative and Summative Assessment

All tasks completed at Willows Preparatory School are either **formative** or **summative** assessments. A high-quality *formative* assessment (i.e. nightly homework, classwork activities, participation, short quizzes, etc.) should inform a student’s progression toward a better understanding of the concepts and context of their schoolwork over time. *Summative* assessments (i.e. major projects, longer unit tests/assessments, final exams, etc.) allow the teachers to determine a student’s overall achievement level across a variety of objective criterion throughout a unit of inquiry. Both forms of assessment are of paramount importance in an IB MYP school and a combination of these assessment types allows our community members to gain a deeper appreciation for our students’ skills and knowledge throughout their time at WPS.

**Summative Assessments** use the IB MYP Grading Criteria found in the below chart and are worth 80% of a student’s grades:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and Literature</b>	<b>Analyzing</b>	<b>Organizing</b>	<b>Producing Text</b>	<b>Using Language</b>
<b>Language Acquisition</b>	<b>Comprehending spoken and visual text</b>	<b>Comprehending written and visual text</b>	<b>Communicating</b>	<b>Using Language</b>
<b>Individuals and Societies</b>	<b>Knowing and Understanding</b>	<b>Investigating</b>	<b>Communicating</b>	<b>Thinking Critically</b>
<b>Sciences</b>	<b>Knowing and Understanding</b>	<b>Inquiring and designing</b>	<b>Processing and evaluating</b>	<b>Reflecting on the impacts of science</b>
<b>Mathematics</b>	<b>Knowing and Understanding</b>	<b>Investigating Patterns</b>	<b>Communicating</b>	<b>Applying mathematics in real-world contexts</b>
<b>Arts</b>	<b>Knowing and Understanding</b>	<b>Developing skills</b>	<b>Thinking Creatively</b>	<b>Responding</b>
<b>Physical and Health Education</b>	<b>Knowing and Understanding</b>	<b>Planning for Performance</b>	<b>Applying and Performing</b>	<b>Reflecting and Improving Performance</b>
<b>Design</b>	<b>Inquiring and Analyzing</b>	<b>Developing Ideas</b>	<b>Creating the Solution</b>	<b>Evaluating</b>
<b>MYP Projects</b>	<b>Investigating</b>	<b>Planning</b>	<b>Taking Action</b>	<b>Reflecting</b>
<b>Interdisciplinary</b>	<b>Disciplinary Grounding</b>	<b>Synthesizing</b>	<b>Communicating</b>	<b>Reflecting</b>

Each of these four criteria (A-D) is weighed as 20% of the student’s semester/final grade (80% total) in each subject. Every summative assessment is given at least one 0-8 objective achievement score based on whatever criteria is being assessed. Each summative assessment (i.e. a major math test or Design project) usually assesses between 1 and 3 of the criteria listed above. For example, a WPS student might receive a score on a mathematics test of “5” in Criteria A (Knowing and Understanding) and “6” in Criteria C (Communicating). Teachers will assess each of the four criteria in their specific discipline 2 or more times each semester. Very rarely are all criteria assessed within one assessment, except for a semester final exam. There will always be a certain degree of teacher discretion and ‘best-fit’ judgement in all grading matters; this is one of the advantages of objective criterion grading.

## Formative Assessment Score Descriptions (20% of Final Semester Grade)

Most formative tasks (i.e. a simple homework assignment, short quiz, etc.) will be given a 0-8 score for its completion, timeliness, and effort. This score is described in the table below. It is possible that different teachers will provide subject (or even task) specific clarifications regarding the standard for completion. This will always be provided in advance and usually via OneNote or ManageBac. This chart provides a very generic description of grading a formative assignment for completion.

*Formative Assessment Grading Chart:*

0 (zero)	The assignment was not completed on time and the deadline has passed.
1-2	Some compensation was given for this assignment, but it lacked timeliness and/or the basic standard of completion.
3-4	This assignment was late without excusal and/or lacked the standard of completion expected.
5-6	The assignment was either partially complete or complete but late with excusal (or similar).
7-8	The assignment was complete, handed in on-time and showed teacher-specific level of effort.

If you look at your child’s ManageBac progress and notice a lot of 7s or 8s for “local scores,” you will know your child is completing his/her homework/classwork on time and up to the standards set by the teacher. Again, these formative assignments make up 20% of the students’ final semester grade.

**Final Grades and Conversation to GPA:**

A student’s Grade Point Average (GPA) will be calculated automatically based on the IB criteria/summative (80%) and the addition of formative assessments (20%). Each subject will provide a score for each of the 4 grading criteria each semester. The four scores (1-8) added to the formative score (1-8) will be added together and converted to a GPA based on the following chart:

Objective Criterion Achievement Level (Out of 40):	Grade Point Equivalent
10-13	1.8-2.1
14-20	2.2-2.8
21-27	2.9-3.5
28-31	3.6-3.9
32-40	4.0

We hope that these grading practices make for a comprehensive and accurate picture of a student's performance. If you have any further questions or comments, please do not hesitate to be in contact with administrators, Dr. John Zuman and Philip Razem and/or MYP Coordinator, Clarissa Toupin. We are happy to provide additional explanation as both students and families adjust to this new policy. Thank you for your support!

Additional References:

[Grading Rubrics for all MYP summative assessments](#)