



IB MYP Assessment Policy

Philosophy of Assessment

College De La Salle fosters an environment that promotes the academic, spiritual and emotional growth of each student. Assessments support the students' learning process. They identify the strengths, weaknesses and recognise students' different learning needs. Data and information gathered through the formative assessment provides the teachers with the basis to either adjust their teaching plan or their summative assessments to match the different levels in the classroom.

Types of Assessment:

Assessments can take various forms, such as projects, research, reflection, reports, presentations, journals, models...etc.

Assessments are both formative and summative.

Formative assessments show the students' progress, and help in taking decisions regarding plans and differentiation. They are not used to determine the final MYP score. However, they provide an opportunity for students to reflect on their learning.

Summative assessments occur at the end of the unit. Nevertheless, they are designed before the unit is taught. Students are notified of summative tasks to

help them prepare.

These assessments are differentiated according to students' needs and learning styles. Summative assessments are concept-based rather than content-based, this helps students understand the whole course.

These assessments are criterion-based assessments for the learning process, urging that it:

- Corresponds to subject-specific objectives and is not subject to teachers' judgment
- Provides clear and specific standards of expected achievement.
- Fosters self-assessment and improvement.
- Shows the state of students' conceptual understanding, knowledge and skills.
- Gives flexibility for curriculum design.
- Can be applied in a variety of circumstances and contexts and with a range of assessment tasks. (IB,2014)

Assessment Criteria:

Assessments are aligned with MYP aims and the subject group specific objectives. The objectives and criteria are introduced to the students in advance.

Each criterion for each subject must be assessed at least twice each semester. All strands of criteria must be assessed along the academic year and not

necessarily in every task. Task specific clarification must be used where appropriate. Teachers must use the MYP subject specific objectives for years 1 to 5 found in the subject guides.

Teachers must gather sufficient evidence from a range of assessment tasks. Teachers then use a “best-fit” approach to select the achievement level that best describes the student’s work being assessed. Designated teachers are to use their professional judgment to award students their final level of achievement .

Reporting Students’ Achievement:

Teachers provide learners with continuous feedback on their work and assessments, allowing students to reflect on their learning process and work on using higher thinking skills to improve and self-advocate their learning experience.

The school reports students’ results to parents. The performance and progress are discussed with parents in timely consistent meetings. This helps parents monitor and advocate their children’s performance.

Weak performance is reported and discussed with parents before announcing final results to allow parents take an efficient role in the support of their children’s educational process.

Reporting Format

1. Report Cards

2. Parent Conferences

3. Student-led Conferences

Relationship between MYP and Required Marking System:

At the end of the academic year, the total for each subject criteria, professional judgment is added and a final level of achievement is awarded on a scale of 1-8.

Review of policy:

Assessment policy will be reviewed annually in May by the school's board and coordinators.

June 2019