
Liberty Point International School
Candidate School
International Baccalaureate Middle Years Program



Assessment Policy

Rationale

Students at Liberty Point International School are encouraged to view assessment activities as part of an integrated approach to learning. In the early years of the Middle Years Program it is important that students develop attitudes toward assessment that encourage students to give their best efforts to the task and set goals for the future.

In the final two years of the Middle Years Program at Liberty Point International School will be expected to manage their assessment and other deadlines carefully. Cultivating discipline in observing deadlines will be essential for managing workloads associated with the IB Diploma Program.

This policy recognizes the importance of assessment in the teaching and learning process. Assessments in the Middle Years Program (MYP) are based on subject group objectives and are standards/criterion related.

Purpose

The purpose of this Assessment Policy is to set out the responsibilities of students, teachers, and parents and Liberty Point International School's expectations regarding assessment tasks. Assessment processes must be equitable, transparent, valid, reliable, and fair. Assessment tasks are an important part of the learning process and should not be seen as distinct from, or outside of, other learning experiences. Assessments should aim to help the students understand what they know and understand at different stages of the learning process.

Assessment for learning should aim to:

- Be integrated into a range of continuous learning activities
- Support and encourage student learning by providing feedback
- Promote student self responsibility – working to deadlines, recording tasks, timely submission of work, recording tasks and acting on feedback
- Affirm student success and progress
- Inform and enhance teaching practice
- Promote positive attitudes towards student learning
- Promote a deep understanding of the content
- Where appropriate, support student inquiries using the Areas of Interaction as an authentic, real-world context
- Promote the development of higher order thinking skills
- Support the MYP's fundamental concepts of communication, holistic learning, and intercultural understanding
- Provide opportunities for self-reflection in support of the Approaches to Learning (AtL)

Assessment for student's learning should be ongoing and should make use of a variety of forms:

- Pen and paper tests
- Verbal responses
- Presentations
- Project-style work including individual and group work projects
- Class discussions
- Group work participation
- Compositions
- Performances
- Peer assessment
- Self assessment
- Teachers questions
- Checklists of essential skills

A balance of assessment activities is expected, as no one style of assessment will properly cover all the objectives of a Middle Years Program subject or appeal to the range of learning styles in a classroom.

Formal Assessment of Middle Years Program assessment criteria

Subject teachers determine the number of assessment tasks for the subject. It is expected that during the course of the academic year all Middle Years Program assessment criteria should be assessed formally at least twice in an academic year. Middle Years Program assessment criteria will also be used for assessment tasks in order to:

- Enhance student understanding of the workings of the MYP's subject objectives and assessment criteria
- Assist in building a foundation of understanding leading to summative assessment

Written Notice to students

At the commencement of any new unit of work, teachers will post an overview of the unit. This overview must include:

- The unit's indicative time in weeks
- The Area of Interaction and Unit Question
- An indication of the form of summative assessment
- MYP Assessment criteria
- Links to any additional resources and date of entry

Students should be given notification, either in writing or by school website, of summative assessment activities. Notification should include the following features:

- Indication of task content and conceptual understandings
- For of the task, e.g., an essay, report, or presentation
- The MYP Criteria to be assessed

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- An assessment rubric, including a generic descriptors and task specific clarifications
 - Duration of the task
 - Task's due date

Submission of assessment activities

It is the decision of the teacher as to how an assessment activity should be submitted. Submission of work wither electronically or in hard copy must be made clear.

Students are always strongly advised to save their work in both hard and soft copies as they progress through their tasks. Computer and other technical difficulties will not be accepted as a reason for lateness.

Reassessment

Liberty Point International School students will have the following guidelines for reassessment:

- Students are expected to meet with teachers to determine an appropriate plan of action when faced with evidence that a student's proficiency is not satisfactory on assessments.
- Reassessment efforts may be limited to specific areas of concern and are not expected or required to reassess all topics covered by the original assessment.
- Reassessment grades should replace and/or modify original grades so that they are reflective of current levels of proficiency on assessments.
- Reassessment opportunities should be available to all students. This does not imply that reassessment opportunities are identical for all students or that they use the same format as the original assessment.
- Students will not be allowed to reassess if the original assessment is not submitted on time.
- Students are not allowed to reassess on final exams.
- Students are given 2 weeks to reassess from the time feedback is given to students.
- Students can only reassess on formative assessments.
- Students only have one chance to reassess on a formative assessment.

Late Assessment and Late Assignment

Students must realize that like them, teachers work to deadlines too and that flexibility with deadlines and late assessments will be granted for good reason. Liberty Point International School students have the following guidelines for late assessments and late assignments:

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- Formative and summative assessments must be turned in on time. Failure to submit work on time will result in a zero.
 - Assignments and Assessments will be accepted as followed:
 1. If a student has an excused absence, the student receives one day for each day the student is absent plus one additional day.
 2. All 6th grade students will receive one week to complete any work that is missed
 - Work submitted after the window has closed **MAY** be accepted at teacher discretion.

Feedback to students and parents

Students should receive meaningful feedback on all tasks. Feedback can take numerous forms including but not limited to:

- Annotated written work
- Verbal feedback
- Written and/or verbal feedback linked to assessment criteria
- Documentation in Gradebook

Absences

School District 70 absent work policy is as followed:

- Students will have one day per day absent plus one additional day to submit any missed work.

Recording

All assessments, whether those assessments are considered formative or summative are recorded through PowerSchool. Teachers are required to assess each MYP criterion twice in an academic year. Teachers must convert the grade from a rubric score into a percentage and enter the percentage into PowerSchool. Teachers are also required to indicate which MYP criterion they are addressing in each particular MYP assessment.

Reporting

All information from 6th grade through 10th grade will be reported through PowerSchool, This is where grades are stored. Parents have the ability to access all grades and teacher comments through online access. Assessment policy and practices are reviewed at least once a year.

IB Learner Profile

All teachers have the Learner Profile posted in their classrooms and make reference to the attributes throughout the year. Assessment of the Learner Profile varies within departments and grade levels due to developmental changes and curriculum development in grades 6th through 10th. In general, all teachers are able to assign tasks that reach different attributes of the Learner Profile. Teachers can model the attributes of the Learner Profile within their classroom and commit to these principles in an open way to the students. Assessment comes via teacher rubrics, student self-assessment and discussions. At Liberty

Point International the MYP Coordinator will assign 3 IB Learner Profile traits during the first and second trimester and 4 traits during the third trimester to each content area. It will be up to the content area to determine how to assess those characteristics.

Access to Information

All teachers and parents have access to student assessment information, including grades, assessments, and MYP criterion standards through PowerSchool. Teachers are able to access student information from the students' other classes. Parents have the ability to see grades, assessments, and MYP criterion standards. If any staff member needs to assess any other information regarding a student (e.g., IEP, ILP, ALP) those are stored through Alpine, an online database.

Annual Review

At the beginning of every school year, the assessment policy will be reviewed with Liberty Point International School's leadership team. At this time the team will review and make any necessary changes to the policy. Each respective team member will take any recommendations to the staff and make necessary changes to fit the needs of Liberty Point International School student's.

Other Requirements

In addition to fulfilling all the requirements of MYP, Liberty Point International School must also fulfill the requirements of the Colorado Academic Standards.

Appendix A – 8th grade Policy

Grading Policy

The 8th Grade core teachers all abide by the following guidelines:

Formative Assessments:

- ❖ All formative assessments are worth 40% of the students' final grade.
- ❖ Classwork and homework will be graded on a 5 pt. scale.
- ❖ Quizzes are worth 50-100 pts. each.
- ❖ Late work is NOT accepted. (If you are familiar with the access hour rule from last year, this is no longer in effect.)

Reassessments:

- ❖ Certain formative assessments (quizzes, vocabulary, certain projects, etc.) will be available for reassessment.
- ❖ Students have a two-week window to reassess from the time the grade is in Power School.
- ❖ Students have only one opportunity to reassess each formative reassessment.
- ❖ Students may not reassess if the original assessment was not turned in.
- ❖ Before students are allowed to reassess, they must complete an "Assessment Preparation Checklist".

Summative Assessments:

- ❖ Summative Assessments are NOT able to be reassessed.
- ❖ Summative Assessments include unit tests, unit projects, essays, etc.
- ❖ All summative assessments will be worth 60% of the students' final grade.
- ❖ If absent, the student must make up the assessment within 1 week.
- ❖ If the student does not make up the assessment within 1 week, he/she will receive a zero on the assessment.
- ❖ Late work is NOT accepted. (If you are familiar with the access hour rule from last year, this is no longer in effect.)
- ❖ A mini personal project will replace the last trimester final in the appropriate class.

****For more information about LPI's grading policy, please see LPI's Assessment Handbook.**

Appendix B – Standards and Practices

IB MYP Standard		Page(s) and section(s) in which the standard is addressed in LPI’s Assessment Policy
C4.1	Assessment at the school aligns with the requirements of the program	Purpose.....pg. 2-3
C4.3	The school uses a range of strategies and tools to assess student learning	Purpose.....pg. 3
C4.4	The school provides students with feedback to inform and improve their learning	Written notice.....pg. 3 Feedback to students & Parents.....pg. 5
C4.8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work	Reassessment.....pg. 4

Liberty Point International School is a candidate school* for the Middle Years Program. This school is pursuing authorization as a IB World School. IB World Schools share a common philosophy – a commitment to high quality, challenging, international education – that we believe is important for our students.

*Only school authorized by the IB Organization can offer any of its three academic programs: the Primary Years Program (PYP), the Middle Years Program (MYP), or the Diploma Program (DP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programs please visit <http://www.ibo.org>

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