



**BISHOP DAVID MOTIUK**  
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

## **ASSESSMENT POLICY**

### **PHILOSOPHY OF ASSESSMENT**

At Bishop David Motiuk Catholic Elementary and Junior High School, we consider meaningful assessment to be of fundamental importance for student learning. Our philosophy of assessment is shaped and informed by our school division's *Administrative Procedure 360: Assessment* and the *Assessment 360 Summary Statement*. As stated in the Edmonton Catholic School Division's *Administrative Procedure 360: Assessment*, we believe that the "...primary purpose of assessment is to gather evidence about student progress to guide instruction and improve student learning."

We believe in high-quality, inquiry-based instruction with rigorous and balanced assessment practices that will help students to develop skills as critical thinkers and confident learners. Effective assessment practices begin with an understanding of outcomes, grade level standards, student achievement and individual student needs. Student achievement is the focus of assessment and students are actively engaged in the learning process, as are all members of the learning team, including parents, teachers and school leaders.

Teachers engage in a variety of assessments in order to inform instruction and guide student learning. Depending on student needs and learning engagements, assessment may take different forms:

- Diagnostic Assessment is used to determine what students already know and are able to do.
- Formative Assessment is used to help students improve their learning and to help teachers identify next steps in planning.



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- Summative Assessment is used to determine what students have learned throughout a unit and to what degree desired outcomes have been attained.

We believe that planned reflection upon and review of student achievement and assessment practices, with excellence in student achievement as our goal, will help us to continually improve our assessment practices and create optimal conditions for student learning. For this reason, our assessment policy is reviewed on an annual basis. Results of the annual review are communicated to the school community.

### **COMMON PRACTICES IN USING THE MYP ASSESSMENT CRITERIA AND DETERMINING ACHIEVEMENT LEVELS**

At Bishop David Motiuk School, we work to ensure that school based assessment of student learning utilizes the “best fit” approach required by the IB. Assessment in the MYP is criterion-related, which means that students are assessed using specified subject area criteria rather than against other individuals in the class. The level of student success in reaching the objectives of each subject group is measured in terms of the *levels of achievement* described in each assessment criterion. The following assessment procedures are in place:

§ MYP teachers are required to use MYP assessment criteria a minimum of two times per year in each subject area.

§ Community Projects and achievement in interdisciplinary units are also assessed using MYP assessment criteria.

§ Teachers are encouraged to use MYP assessment criteria for formative and summative assessment tasks whenever possible. Tasks assessed using these criteria are then converted into numeric grades as required by the school division.

§ At the beginning of the school year, students are given copies of the MYP assessment criteria for each subject area. MYP assessment criteria is also posted in Google Classrooms for each subject area.



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- § The outcomes to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.
- § When more than one teacher is assigned to a grade or subject area, collaboration between and among teachers is required in order to develop and reflect upon planners and to establish common standards for assessment.
- § Teachers maintain a record of individual student achievement on an ongoing basis. This includes the criterion levels for each student.
- § At each reporting period, teachers total the points achieved using MYP criterion for each subject and for each student.
- § When the points for each criterion are added up, the student's overall score falls within a Point Range, which equates to an IB Grade Equivalent/Academic grade that may range from 1 to 7.
- § MYP grades are reported in a separate category on the PowerSchool Report Card.

Descriptors on the tables below summarize what the grades mean.

<b>MYP general grade descriptors</b>		
<b>Grade</b>	<b>Boundary</b>	<b>Descriptor</b>



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	<b>guidelines</b>	
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



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		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.

[\*MYP: From principles into practice\*](#), p. 94



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Assessment and reporting practices are designed to promote understanding, transparency, consistency and fairness. Communication with parents takes place in a variety of ways

## **Reporting and Communication with Parents**

### PYP Meet the Staff Evening

Held in the 3<sup>rd</sup> week of school each year, PYP teachers communicate to parents and students about the philosophy of the report card, the assessment process, key learner outcomes, teacher expectations, special events, field trips and curriculum summaries.

### PYP and MYP Student Led Conferences

PYP and MYP Student Led Conferences are held in November and March of each school year. The aim of the student led conference is to celebrate learning that has taken place to that point in the school year and to have each student identify strengths, areas for growth and set goals for learning.

### Access to Teachers

Parents may make appointments with teachers as required to discuss student progress or other concerns.

### Access to Gradebooks

Parents have access to teacher gradebooks, through PowerSchool, at any time in order to view assessment tasks and progress for their child(ren).

### Student Report Cards

Formal report cards are available for viewing through PowerSchool at the end of January and at the end of the school year in June.



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In the PYP and in the MYP Year 1, achievement is reported using levels of achievement.

In the MYP, student achievement is reported in numeric percentages. MYP grades, using IB descriptors, are calculated and listed separately on the report card.

### Other Forms of Communication

We assume a responsibility to communicate effectively and continuously with parents and guardians by providing them with meaningful information. Communication is frequent and ongoing. In addition to the communication forms listed above, communication may include:

- § School and home assignment comments
- § Portfolio updates and reviews
- § Phone calls
- § Emails
- § Mini-conferences
- § Student agenda messages
- § Student self-reflection and goal setting
- § Virtual Classrooms

### **Gradebook Requirements**

- At the beginning of the school year, Course Outlines and Class Descriptions (which include evaluation schemes) are shared with parents and students so that both groups understand how final grades are calculated. Final grades are reported in a numeric percentage in the MYP Level 2-4. MYP Level 1 grades are reported in Levels of Achievement (MYP Level 1 is Grade Six, which is considered an elementary grade in our school division).
- MYP grades are reported in a separate category at the end of the school year.
- In both the MYP and the PYP, teachers are expected to write comments regarding selected assessment tasks in PowerTeacher Pro, within the context of



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selected outcomes being assessed, as one way of communicating with parents about achievement.

- Comments are meant to identify the strengths and areas of growth for students, along with suggestions regarding strategies for students to reach learning targets. Comments are required if there is no evidence of learning with regard to a particular outcome, or if a student did not complete an assignment.
- In both the PYP and the MYP, in addition to assessing outcomes, teachers are required to assess learner skills in the areas of Citizenship, Collaboration and Self-Management, for each student.
- In the MYP, teachers in each subject area assess student work using the MYP criterion for that subject area a minimum of two times in the school year in order to obtain valid IB report card grades. Teachers aim to use all rubrics each term. MYP grades are reported separately in the final student report card.

### **Differentiation of Instruction**

Accommodations are made for students as necessary in order to assist students in achieving grade level outcomes. Accommodations could include adjustments such as additional time for tasks, assistive technologies, scribes or readers. Learning outcomes are not modified for students receiving accommodations. Accommodations must be discussed with parents

Some students require adapted programming in order to meet their specific learning needs. Adapted programming could include supports and/or modification of assignments or tasks in order to accommodate an individual student's needs, learning style, preference or pace. For students on adapted programming, it is possible that some assignments would be omitted in determining the final grade. Scale factors could also be used to determine the weight of individual assignments. Students using adapted programs must have an Individual Program



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Plan (IPP) in place. IPPs are developed at the beginning of the school year and are reviewed at regular intervals. Adapted programming is indicated on the student report card.

### **ELL programming**

English Language Learners (ELL) who are not working at grade level may be placed on adapted programs. This is indicated on report cards. Students placed on adapted programs must have an Individual Program Plan (IPP) or a Personal Learning Plan (PLP) in place. Key learner outcomes for these students may be modified and they receive differentiated instruction. Teachers will differentiate their instruction in order to ensure that students are successful. For example, ELL students can hardly be expected to respond in the same way as other students if they have little or no language in which to respond. In differentiated instruction, students provide evidence of their learning in a variety of ways.

### **IMPLEMENTATION OF FORMATIVE AND SUMMATIVE ASSESSMENT CONSISTENT WITH IB EXPECTATIONS**

It is expected that teachers participate in common planning, marking and assessment practices across grade level and subject areas. Teachers have adopted a backward design approach for their unit and lesson design in that it provides a clear understanding of the Alberta Education Program of Studies and learner outcomes while facilitating a more focused approach to teaching and learning and improvement in student performance.

Three focus questions guide our teachers in planning for assessment

1. How will students know and understand where they are in their learning?
2. How will teachers involve students in the assessment process?
3. How will teachers measure and report student achievement?



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Teachers are expected to use a wide variety of assessment types in order to provide students with opportunities to develop and demonstrate their learning. These include Formative (Assessment *for* Learning) and Summative (Assessment *of* Learning) assessments. It is expected that teachers will familiarize themselves with expectations and requirements established by the IB with regard to assessment and will incorporate these understandings into planning and assessment tasks.

Formative Assessment is used to help students improve their learning and to help teachers identify next steps in planning. Formative assessment includes opportunities for practice and is not part of an achievement grade.

Summative Assessment is used to determine what students have learned throughout a unit and to what degree desired outcomes have been attained. Summative assessment provides information to students, parents/guardians, and teachers about student achievement at the end of a period of instruction and is used to determine an achievement grade.

**RECONCILING MYP ASSESSMENT PRINCIPLES AND PRACTICES WITH REQUIRED SYSTEMS FOR GRADING AND REPORTING.**

Edmonton Catholic Schools offers two approaches to calculating grades at the junior high level.

1. "Total Points" method of calculation. This means that all of the points **EARNED** by the student across a variety of assessments are added up and divided by the total number of points **POSSIBLE** to determine the percentage final grade.



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2. “Weighted Categories” Each category or assignment, such as projects or exams, is assigned a weighting toward the final mark. The points within a category are tabulated, then converted to a percentage. That percentage is then multiplied by the weight of the category. The sum of these numbers for each category becomes the final grade.

Teachers at Bishop David Motiuk Catholic School use the “Total Points” method for grade calculation, which is in keeping with the assessment principles used in the MYP.

Students in grades six and nine (MYP Level 1 and 4) are required to write Provincial Achievement Tests at the end of the school year. Average scores on Provincial Achievement Tests for schools and jurisdictions within the province are reported to the public on an annual basis. Preliminary results for Provincial Achievement Tests are sent home for each student in June, with final results being sent home when official results are released by the Province in early October of each year.

In keeping with established practice in the Edmonton Catholic School Division, Provincial Achievement Tests serve as final exams in Language Arts (Language and Literature), Social Studies (Individuals and Societies), Sciences and Mathematics. Students in grades seven and eight write school developed final exams in these same subject areas. Schools are required to report percentages achieved on final exams separately on the report card.

Provincial Achievement Tests cannot be converted into MYP grades. For this reason, assessments using MYP criterion are calculated and reported separately on the final report card.