

Glasgow's Assessment Recording and Reporting Policies and Strategies

Assessment at Glasgow is built on the IB belief that assessment aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Promote positive student attitudes towards learning
- Promote deep understanding of subject content by supporting students in their inquiries set in the real-world contexts using the area of interaction
- Promote the development of higher-order cognitive skills by providing rigorous objectives that value these skills
- Reflect the international-mindedness of the programme by allowing for assessment 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 students

All this happens in different ways:

Achievement levels-Rather than with **points** or **percentages**, MYP grades are reported as overall achievement levels using numbers on scales which represent predetermined maximums that vary by subject area criteria

Class work- Teachers record a great deal of information as students progress toward learning goals. These informal (**formative**) assessments, informs teachers of how students are doing toward meeting the learning goals. Teachers adjust their instruction to meet students' needs. Teachers may also use **formative assessments** to inform their professional judgment about individual student achievement

Homework- Provides students with opportunities to review subject area content and practice new skills. As a **formative assessment**, homework also acts a way to inform teachers of how students are doing towards meeting their learning goals. Homework will be meaningful and will receive timely feedback.

Criterion-related- The MYP assessment is described as criterion-related, as it is based upon pre-determined criteria that are weighted according to their relative importance in the subject area. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. This assessment practice is called "**criterion-related**"

assessment which differs from the term criterion-referenced assessment in that it does not require a mastery of each descriptor and better describes the MYP “best-fit” approach.

Effort- we distinguish between **good** behavior and **academic** achievement. Certainly, there’s a relationship between hard work, effective studying, and achievement. However, grades are based on demonstrated academic understanding and skill and not on effort, work completion, or personal maturity.

Approaches to learning- The influences of the areas of interaction, in all IBMYP World Schools, and certainly here at Glasgow, the areas of interaction in particular ATL (Approaches to Learning), will be an integral part of the assessment of students work. Teachers do not allocate grades for “approaches to learning”; however this area of interaction is reported as work habits. Twice a year, in core academic classes, students are provided with feedback on their learning skills and habits of mind that contribute to success in school and in life. We look at these skills; **organization** (including work completion at home and in school, time management, and student preparation for learning), **communication, collaboration** (including attitudes toward learning expressed in classroom behavior toward teachers and peers), and **thinking** (asking good question and solving problems creatively).

Summative assessment- The purpose of summative assessment is to support students learning as well as to contribute to the determination of achievement level; this usually happens at the end of a learning period such as the end of an MYP unit of work, a semester or a school year. As students are assessed continually in the MYP, teacher will be in position to determine a level of achievement that is supported by evidence from assessments undertaken during a learning period.

Grades- The MYP achievement levels are added together to determine a criterion level that ranges from 30-48 depending on the subject area. Using this number teachers locate students’ total achievement in eleven bands that represent FCPS letter grades from “A” to “F.”

Incomplete grades are possible if students have not successfully undertaken the summary assessment tasks necessary for determining achievement against MYP learning objectives. Two weeks past the assigned reporting dates, teachers and administrators meet to determine the appropriate grade for students missing major assignments.

Reports- reports will be sent/distributed according to established intervals aligned with FCPS dates for reporting student progress. We keep four separate records: **formative, summative, progress-grade determination, and approaches to learning.** If you do not receive a report during the times that the report are expected to be sent out, please contact the appropriate teacher or your child’s counselor or administrator.