



Sejong Academy IB MYP Assessment Policy

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Philosophy and principles of assessment

Assessment makes a major contribution to the realisation of the objectives of Sejong Academy as summarised in its mission statement:

Sejong Academy is committed to providing an academically rigorous education to Twin Cities students through immersion experience in Korean language and culture by using research-based curricula, high standards for accountability and promoting an appreciation for diversity and international cultures.

Assessment facilitates the evaluation, adjustment, direction and redirection of curriculum planning and delivery. It enables students, teachers, and parents to monitor the learning undertaken by each student in terms of allround personal development. Assessment supports setting personal learning targets and helps each student reach his/her own full potential. It should lead to a clear understanding of the progress made by the learner and facilitate the establishment of effective teaching practices based on the needs of the students. Thus assessment informs curriculum planning in a curriculum designed to deliver all aspects of the IB learner profile.

Goals of assessment

The assessment policy is instituted to provide students, teachers, and parents with well-analysed timely feedback in every area of learning. Sejong Academy undertakes to provide regular and constructive assessment. Students and teachers will commit to using assessment only where it contributes positively to learning.

Assessment serves to promote:

- excellence in learning
- joy of learning
- self-assessment and peer-assessment with the active support of the teacher
- mutual understanding between student and teacher on goal setting, pace of learning, and acquisition of knowledge and critical skills
- demonstrable skills of expression, collaboration, and service to others
- the general qualities expected of ethical leaders and fearless learners.

General assessment practices

- Assessments will be reported generally in English, which is currently the medium of instruction. Assessment of learning of languages other than English will be reported in those languages.
- Given the complex linguistic composition of the student and parent body, the multilingual nature of the school, and the stated goal of supporting mother tongues, assessment reports may be translated if and when necessary for the benefit of the recipient, especially a parent who is monolingual.
- A wide range of tools of assessment will be used and shared among teachers and students. A shared understanding of the purpose and accuracy of assessment tools will nurture a constructive climate for assessment and the reporting of that assessment.
- Informal formative assessments should be an integral part of every lesson. These could be in the form of observations, open and/or closed questioning, “thumbs up, thumbs down”, “think, pair, share”, “traffic lights”, peer and self-assessments etc.
- A comprehensive set of records of assessment for each student will be maintained for the benefit of all stakeholders, students, teachers, parents, career counsellors, and the school.
- Marked work will be returned to students as soon as possible with appropriate oral and written feedback. Comments will be positive and aimed at helping students to improve.
- Sejong Academy will ensure that assessment is for learning and not the other way round. While both formative and summative assessments guide learning, the former is used in daily practice to shape next steps. Summative assessment comes at the end of a unit of learning. In other words, the former is development oriented and the latter measures mastery of knowledge and skills.

Formative assessment

Formative assessment is assessment *for* learning, and is on-going throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self assessment, and to recognize criteria for success.

Students will grow to engage in self- and peer-assessment opportunities to develop the confidence needed if they are to be stewards of their own learning.

Assessment in the classroom involves teachers in:

- developing task-specific clarifications in advance of starting teaching so that the basis of assessment can be made known to students before learning commences as part of the strategy of giving shape to the learning objectives

- using representative samples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- identifying exemplary student work
- keeping qualitative as well as quantitative records of test/task results.

Assessment in the classroom involves learners in:

- reflecting on their learning
- communicating their learning to teachers and peers
- evaluating work produced by themselves and by others against known rubrics (level descriptors)
- sharing their learning and understanding with others
- using a variety of styles and abilities to demonstrate their learning
- analysing their learning and understanding; what needs to be improved.

Summative assessment

Summative assessment (assessment of *learning*) is undertaken at the end of a unit or topic and aims to give teachers and students a clear insight into students' understanding. Summative assessment marks the culmination of the teaching and learning process, but it is not the purpose of the teaching and learning process; it gives students opportunities to demonstrate what they have learned.

Summative assessment can, and usually should, assess several elements of learning simultaneously in order to inform and lead students to improve their integrative and trans-disciplinary learning skills; it measures understanding of central significant ideas, and encourages students to undertake action.

Summative assessment will enable students, teachers and parents (the latter via the reporting process) to gauge the level of student performance and enable greater academic achievement in externally assessed components, as well as reach a more complete understanding of the topic and grasp of the associated concepts.

Special features of assessment in the Middle Years Programme (MYP)

Each student's success will be measured in terms of 'levels of achievement' across the different subject groups. The level of achievement attained on each criterion will be decided by the subject teacher according to a 'best fit' in the appropriate assessment criterion level descriptor after a standardization process with like teachers of the same course.

Each criterion strand must be assessed a minimum of twice a year in each year of the MYP.

Recording and Reporting Student Achievement

Throughout a course, teachers will assess each IB objective strand in their subject area at least twice per year and record the students' achievement level in the Schoology online gradebook. Achievement levels are given on a 0-8 scale. Course grades are given on a 1-7 scale. The levels the student has reached are added together then the MYP grade boundaries are applied to the total to determine the course grade. Final course grades are reported to families on a quarterly basis as A, B, C, D, F.

Descriptors for Achievement Levels			
Grade Boundaries	MYP Grade	Letter Grade	Grade Point
1-5	1	F (NC)	0
6-9	2	D	1
10-14	3	C	2
15-18	4	C+	2.3
19-23	5	B+	3.3
24-27	6	A-	3.7
28-32	7	A	4

Teacher standardization

Historically, all IB courses at Sejong Academy are taught by one teacher, therefore one teacher tracks IB criteria used in a course. If ever two teachers share the marking of internal assessments, the teachers will go through a standardization exercise, reviewing samples of student work, and discussing the application of the assessment criteria until there is a shared understanding.

Policy Review Protocol

The Sejong Academy assessment policy is a working document. This policy will be reviewed and revised as needed each fall through the MYP Coordinator in consultation with departments, students, and the parent community. The policy's effectiveness will be evaluated as part of the review process.

Resources

- International Baccalaureate Organization. MYP: From principles into practice (2014).