

**ASSESSMENT POLICY**  
**Pierrefonds Community High School**

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

– Benjamin Franklin

At Pierrefonds Community High School, students are evaluated in order to support their learning, gain encouragement throughout the learning process, and promote positive attitudes towards learning. Assessment should ultimately foster critical, creative, and reflective thinking skills. For teachers, evaluation should not only inform the students, but also help teachers reflect on and improve their own pedagogical strategies.

Evaluation tasks must respect the Quebec Ministry of Education (Ministère de l'Éducation et Enseignement Supérieur), which relies heavily on competency based learning outlined in the *Quebec Education Plan*. IBMYP assessment tasks must respect the criterion based learning outlined in *MYP: From Principles Into Practice*, as well as the subject specific guides. It is a teacher's responsibility to provide relevant, coherent, and constructive feedback to students and parents/guardians in a timely manner. Self assessment and self reflection also serve to enhance the learning process.

We are a community school and understand the varying learning abilities of all our students. In order to ensure success for each student, teachers might make adaptations to assessment tasks where appropriate. Oftentimes a student's IEP (Individual Education Plan) and feedback from The Learning Centre (Resource Department) will guide teachers in this area.

The academic year is divided into two terms, term one is weighted at 40% and term two at 60%.

**Ministry Report Cards**

There are four formal evaluations of students:

- November and April: An interim report card consisting of academic and behavioural comments
  
- January and June: Students are given numerical grades using prescribed subject specific competencies for each course. Comments can also be added.

In order for students to graduate, they must obtain 60% in the following:

- Secondary IV History and Citizenship Education, Science, Mathematics, Art
- Secondary V English Language Arts, French, and either Ethics and Religious Culture or Physical Education

## **IBMYP Report Cards**

For Years 1 to 4:

- IB students are graded using assessment tasks that evaluate the MYP assessment criteria described in each subject guide.
- Teachers are expected to assess all strands of all four assessment criteria at least twice in each year of the MYP.
- In June, IB students are awarded a grade (out of 7) using these criteria. The grades are reported on an IB report card issued by the school. The eight IB subjects are represented on this report card, as well as an indicator on whether or not Service as Action outcomes have been fulfilled. An Interdisciplinary grade will be provided as of 2016-2017.
- Students also receive a school issued “progress report” (filled out by the student’s Supervisor) indicating the student’s progress on the Personal Project at the end of Year 4.

For Year 5:

To be eligible for the MYP certificate, students must:

- Receive a minimum grade of 3 (out of 7) on the Personal Project
- Receive a minimum grade of 3 (out of 7) on eAssessed subjects (Language acquisition, PHE, Language and literature, Integrated humanities, Mathematics, Integrated sciences, and Interdisciplinary)
- Based on the aforementioned marks, receive a minimum total of 28
- Complete their Service as Action requirements
- Participate in the programme for at least the final year

Students are informed as to whether they have obtained their IB certification once results are received by the school, usually by September. Students are invited back to PCHS for an “IB diploma ceremony” at which their certificates and records of achievement are formally presented to them at a reception held the following June.

- Students also receive a school issued “progress report” (filled out by the student’s Supervisor) indicating the student’s progress on the Personal Project at the beginning of Year 5.

## **Determining the Final MYP Level of Achievement**

### **1. Collecting the information**

Teachers will use assessment tasks to make judgments of their students' performance against the assessment criteria.

To be able to award a final grade, teachers must ensure that they have at least two assignments where they can judge each criterion.

### **2. Coming up with a final judgment for each criterion**

When the time comes to make a final judgement, teachers will be able to give a final mark by determining the single most appropriate level of achievement for each criterion. This is called "The best fit". If the judgments for a criterion is different for specific assessment tasks, the teacher must use their professional judgment to decide which level best represents the student's final level of achievement.

**Please note** that averages are not used to determine a final level of achievement for the IB MYP report card. Students can progress academically right up to the end of the program, and teachers must use professional judgment (that is supported by work completed) as to which level best corresponds (best fit) to a student's general level of performance for each of the criteria.

### **3. Determining the final criterion levels total**

The final levels for each criterion must then be calculated together to give a final criterion levels total for the subject area for each student. This mark is out of 32.

### **4. Determining the final Level of Achievement**

Grade boundaries must be applied to the criterion level totals to decide the final MYP level of achievement (levels 1-7). All MYP subjects receive final grades where 1 is lowest grade and up to 7 which is the highest level possible. The general MYP grade descriptors describe the achievement required for the award of the subject grade.

## Assessment types

### A. FORMATIVE ASSESSMENTS

Formative assessments take place throughout the course of the year. Formative tasks are made to guide a student toward the culminating summative assessment.

Formative assessments are used to guide instruction and evaluate the process of students' preparedness for the summative assessment. These assessments are rooted in both the MYP area objectives as well as the Québec Education Plan (QEP). Due to the focus on standards, formative assessments allow teachers to differentiate based on abilities, learning styles, and student interests.

### B. SUMMATIVE ASSESSMENTS

A summative assessment is a task created by teachers. It allows for differentiation so students can demonstrate their knowledge and comprehension in a variety of ways using both MYP area objectives and the Québec Education Plan (QEP).

Summative assessment is one that is authentic, learner centered and inquiry based. It is created for a specific unit and allows students to apply their knowledge and skills. Summative assessments are used as an evaluation tool to measure a student's achievement of objectives/ criteria and standards through an end-of-unit culminating project.

Grade	Boundary
7	28-32
6	24-27
5	19-23
4	15-18
3	10-14
2	6-9
1	1-5

## Grading Boundaries and Descriptors

The following grade boundaries and descriptors indicate the achievement required for the award of each grade. These descriptors are used when determining grade boundaries in each of the subjects and will appear on the report card.

Grade	Descriptor
7	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces work of <b>high quality</b> .
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. the student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
1	<b>Minimal</b> achievement in terms of the objectives.

## **Methods of Assessment**

Each subject area will determine appropriate formative, summative, and common assessments related to the Québec Education Plan (QEP) and MYP prescribed assessment criteria.

Assessments may include, but are not limited to:

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Verbal discussion
- Individual and group work
- Open-ended tasks
- Labs
- Presentations using a variety of tools (such as Google Slides) and in a variety of ways (oral, written, graphic)
- Process journals