



LAURIER MACDONALD HIGH SCHOOL

MIDDLE YEARS PROGRAM

Assessment Policy

## **Context**

### IBMYP Entrance Procedures

As a public school, Laurier Macdonald High School welcomes all types of learners. When registering at the school, students choose if they want to apply to be part of the IBMYP program. In November or December of the previous year, they must take a placement exam for acceptance to the program. There is a special path and evaluation for students in the MYP to meet IB requirements as well as the SÉBIQ requirements (our local IB organization).

Evaluation is an intrinsic component of the learning process. Students do not learn in order to be evaluated; they are evaluated so that they can learn more efficiently. Effective feedback enables students to make adjustments so they can take ownership of their learning. It measures the student's growth and helps develop their critical thinking skills to evolve into life-long learners.

### Respecting Differences

Students have different learning styles. They do not learn at the same pace or in the same way. Teachers must use pedagogical differentiation to ensure students are able to meet the objectives in their own ways. They must also adjust and/or adapt the assessment tools/methods used to evaluate the learning in order to accommodate students who are progressing at a different pace or who have different needs. These assessments can be adapted for individual students without changing the standards or objectives that must be reached. A wide range of strategies and tools are available to assess students' learning.

### Characteristics of Assessment

There are two forms of assessment: formative and summative.

Formative: "Teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans" (MYP: From Principle into Practice 2014). Formative assessment allows for the teacher to monitor the students'

understanding and to re-teach the concepts if needed. Formative assessment examples may include: concepts maps, exit tickets, oral feedback journal entries, kahoot.it game, and much more. Because of the opportunities for feedback and regulation during the learning process, formative evaluation is an excellent means of promoting educational success for all students.

Summative: Assessments “are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria” (MYP: From Principle into Practice 2014). They are usually completed at the end of the unit and provide an indication of the student’s understanding of the unit. Summative assessment examples may include: end of unit project, labs, oral presentation, investigation, responses, and much more.

Assessment should allow for meaningful feedback on student achievement to the teachers and parents. It should focus on a progression of learning related to the Approaches to Learning, as well as the development of critical and creative skills. Meaningful feedback empowers students to take ownership of their own learning. Tasks are designed to enable students to attain the highest level using both the IB and provincial evaluation criteria and allow for opportunities for feedback to the students and the stakeholders. This assessment enables students to reflect on their performance and the skills acquired during this learning experience.

### The Importance of the Teachers’ Professional Judgment

By making the teacher’s professional judgment the cornerstone of the evaluation of learning, it shows that the evaluation is an act of primary importance due to the decisions that arise from it. Exercising professional judgment is consistent with the responsibility given to the teachers by the Education Act and the IB assessment practices with regard to the evaluation of learning. Teachers base their decisions on shared references such as policies, the regulatory framework, the standards and conditions set by each institution, information on evaluation in the Ministry of Education program as well as the different subject objectives provided by the International Baccalaureate Organization.

### Assessment Practices

Students attending Laurier Macdonald High School regardless of the path they are in are assessed following requirements from Ministère de l’Éducation et de l’Enseignement Supérieur and from the English Montreal School Board (EMSB).

In addition to the above-mentioned requirements, students in the IBMYP program are assessed in accordance to the requirements of the International Baccalaureate Organization. The school must ensure that:

- Assessment practices for IBMYP students follow the evaluation practices as stated in the 2014 MYP: From Principles into Practice and the various subject guides provided by the International Baccalaureate Organization.
- Assessment practices are aligned with IB subject groups objectives as well as the national curriculum objectives.

## Framework of the Evaluation of Learning

Assessment of the students' learning must follow the provincial curriculum provided by the Ministère de l'Éducation, Enseignement Supérieur. It must include the following principles:

“Following the announcement of new orientations regarding the evaluation of student learning by the Minister of Education, Recreation and Sports, the *Basic school regulation for preschool, elementary and secondary education* has been amended to require that, as of July 1, 2011, evaluation be based on the *Framework for the Evaluation of Learning* produced for each program. These frameworks provide guidelines for the evaluation of learning specific to each subject in the Québec Education Program in order to determine students' results, which will be communicated in the provincial report card.”

([https://www7.mels.gouv.qc.ca/dc/evaluation/index\\_en.php](https://www7.mels.gouv.qc.ca/dc/evaluation/index_en.php))

and

Basic school regulation for preschool, elementary and secondary education:

‘DIVISION VII

EVALUATION OF LEARNING

28. Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.’ <http://legisquebec.gouv.qc.ca/en/showdoc/cr/i-13.3,%20r.%208>

### General Principles of Evaluation

The Ministère de l'Éducation, de l'Enseignement Supérieur, the English Montreal School Board, and Laurier Macdonald High School all schedule and administer traditional formal examinations held within a set examination period. Usually, these periods are set twice a year in the form of mid-term examinations in January and end-of-year summative exams in the month of June. These periods include uniform examinations produced by the Ministère de l'Éducation, de l'Enseignement Supérieur, complimentary examinations produced by the English Montreal School Board, and local examinations produced at the school level.<sup>1</sup>

In addition to the traditional formal examination periods, current practices also call for extended evaluations to take place during the regular schedule. These extended evaluations will often take the form of Learning Evaluation Situations (LES) and extended learning projects, generally completed over a series of classes. These evaluations place the students in familiar

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<sup>1</sup> For the 2020-2021 school year there are no formal evaluations due to Covid restrictions.

and unfamiliar situations in all the subject areas. Other evaluation tasks also take place in the classroom during regular class time.

#### Laurier Macdonald High School Assessment Principles:

Learning should include not only the cognitive but also the social and emotional domains to help students develop the attitudes and values that will help them become independent and lifelong learners. The evaluation of learning must respect the articles of The Quebec Education Act, The Ministry of Education Basic School Regulations and the English Montreal School Board Educational Measurement and Evaluation Policy, as well as the International Baccalaureate Organization Principles.

#### Sharing Information/Reporting<sup>2</sup>

The Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche has issued regulations that must be followed by all schools in the Province of Quebec.

- By October 15<sup>th</sup> of each year, parents will receive a progress report.
- There are three official report cards as mandated by the Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche in the Basic School Regulations. They must be issued no later than November 20<sup>th</sup>, March 15<sup>th</sup> and July 10<sup>th</sup> of each year.
- An overall numerical mark on 100, as well as a group average, is included for each subject.

Every student attending Laurier Macdonald High School will receive the reporting document in accordance with the above regulations.

#### IBMYP students

- In addition to the mandated report cards, IBMYP students receive the IBMYP report card twice a year. It is distributed with the report card issued by the school.<sup>2</sup>
- Year 1 to Year 5 students receive formative marks for each assessment criteria in all subjects biannually. Each subject mark on 32 is converted on the scale of 1-7.
- At the end of Year 5, students receive their MYP Record of Achievement from the International Baccalaureate Organization. There is a grade for the Personal Project as well as the completion of the Service as Action component

#### Policy Access:

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<sup>2</sup> Reporting 2020-2021 school year: due to COVID, there were only two reporting periods. This will remain the same for the 2021-2022 school year.

The policy is posted on the school's website and the school community has access to it.

Review Policy:

The policy will be reviewed to ensure that it follows the requirements of the Ministère de l'Éducation et de l'Enseignement Supérieur, the English Montreal School Board, and the International Baccalaureate.

Resources:

International Baccalaureate Organization, Middle Years Programme MYP: From principles into practice, Published May 2014 Updated September 2014, September 2017

<http://legisquebec.gouv.qc.ca/en/showdoc/cr/i-13.3,%20r.%208>

<http://www.education.gouv.qc.ca/en/students-and-parents/>