



-Assessment Policy-

At Higher Learning Academy (HLA), we believe that every assessment piece administered should be designed to demonstrate student learning. Assessment should also provide students with feedback that supports and enhances their learning. Assessment should be frequent, ongoing, and differentiated and/or accommodated as needed.

Pre-assessment tests or activities are a crucial part of the inquiry process. Pre-assessments/activities allow the teacher to assess what their students already know about a given concept. This knowledge allows the teacher to begin a unit of inquiry at the appropriate level of rigor for the whole class and for individual scholars.

Formative assessments should be conducted throughout the unit of inquiry and should relate to the unit's lines of inquiry. Formative assessments are used to assess student understanding during a unit of inquiry. The teachers should use their data from the formative assessments to guide instruction appropriately.

Summative assessments should be designed to assess whether or not scholars mastered the central idea of the unit of inquiry. Scholars should know how they will be graded before completing the assessment, and the assessment should provide for student agency. Summative assessments can be individual or collaborative; however, if the assessment is collaborative it should have an individual feedback aspect. We understand that summative assessments are a demonstration of the mastery piece our units are designed to build towards; our summative assessments are an end piece to a unit of inquiry.

At HLA, we understand that all of our scholars are different, and as such, they have different needs. We will strive to ensure that the needs of all scholars are met by utilizing: differentiation and/or accommodation strategies, intervention, ELD, multiple measures of assessment, and ongoing assessments to adjust instruction as needed.

Use of MYP Criteria and Rubrics

Our school uses the **International Baccalaureate Middle Years Programme (MYP) assessment criteria** to evaluate student learning in all subject groups. This criterion-related model ensures that student achievement is measured against pre-determined, internationally recognized standards rather than compared to other students.

- **Assessment Criteria**

Each subject group has four assessment criteria, aligned with that subject's aims and objectives.



These criteria are used to design and assess all summative assessments. Throughout the school year, teachers ensure that all strands of each criterion are assessed multiple times to provide students with a balanced opportunity to demonstrate their learning.

- **Rubrics**

Teachers use MYP-published rubrics (Year 1 or Year 3, as appropriate) for all summative assessments.

- Grade 6 teachers use Year 1 rubrics consistently.
- Grade 7 teachers typically use Year 1 rubrics in Semester 1 and Year 3 rubrics in Semester 2.
- Grade 8 teachers use Year 3 rubrics consistently.
Rubrics are shared with students prior to the start of any summative assessment so that students understand what success looks like and can monitor their progress.

- **Recording and Determining Achievement Levels**

After each summative assessment, teachers assign achievement levels (0–8) for the criteria assessed, based on the level descriptors in the rubric. These scores are then adjusted to fit a 0-100 scale. At the end of each semester, teachers use evidence from multiple summative tasks to determine a final achievement level for each criterion in each subject area. This holistic judgment is based on the student's most consistent and most recent level of achievement.

- **Communication of Results**

Achievement levels are shared with students and families through our reporting system. Reports include:

- The student's achievement level (0–8) for each criterion
- The overall subject grade (1–7) determined using the IB grade boundary table
- Narrative comments explaining student progress and next steps



- Families are provided with information sessions and written guides to help them understand the MYP assessment model, interpret rubric descriptors, and support student learning at home.
- **Student Reflection and Goal-Setting**
Students engage in reflection after receiving rubric feedback to identify strengths, areas for improvement, and specific goals for future learning. Teachers use this information to adjust instruction and provide targeted support.

IB Level (0–8)	Approx. % Range	Quick Conversion (Midpoint)	Descriptor
0	0–19%	10%	Work not submitted / very limited
1	20–34%	27%	Very limited achievement
2	35–44%	40%	Limited achievement
3	45–54%	50%	Developing achievement
4	55–64%	60%	Adequate achievement
5	65–74%	70%	Substantial achievement
6	75–84%	80%	Good achievement
7	85–94%	90%	Very good achievement
8	95–100%	98%	Excellent achievement



Assessment Essential Agreements:

- ✓ A multitude of assessment types should be utilized to ensure reliability
- ✓ Teachers will collaborate with their peers to ensure uniformity in grading practices
- ✓ All teachers will provide scholars with the strategies and tools they need to succeed
- ✓ Both teachers and students will actively perform self-assessment and reflection throughout the inquiry process
- ✓ Teachers will maintain IB portfolios to track student learning in accordance with the HLA IB portfolio requirements
- ✓ Teachers will actively participate in ongoing collaboration and training to continue to grow as an educator and a facilitator of the inquiry process

Pre-Assessment	- crucial part of the inquiry process - guides instruction - lets teachers see what their scholars already know - saves time because teachers will not spend time on topics already mastered - could also be used as a post-assessment to determine growth	1. Inquiry Chart 2. "I Wonder" questions 3. Observation Charts 4. Discussion 5. Journal Writing 6. Pre-Test 7. Video with questions 8. Specific picture with questions 9. I-ready Diagnostic (Reading and Math) 10. BPST (Letter and Sound Recognition) (TK-2)
Formative Assessment	- is ongoing throughout the unit of inquiry - used to monitor student learning/progress - guides instruction and pacing - determine if reteaching is necessary - can be used as a reflective tool with students to help identify their strengths and areas where they need some more help	1. Discussions 2. Sorting Activities 3. Quizzes 4. Journal Writing 5. Google classroom writing responses 6. Exit tickets 7. observations 8. Verbal/written reflection 9. Self-assessment/evaluations



	- relate to the lines of inquiry and are standards based - use multiple measures throughout unit of inquiry	
Summative Assessment	- are given at the end of a unit of inquiry - are an opportunity for scholars to demonstrate their mastery of the central idea and related standards - should have an element of choice and be directly connected to the central idea - completed independently - not required but highly recommended to have a reflective aspect	1. Research Based Projects 2. Presentations 3. Tests (multiple choice, true/false, short answer) 4. Paragraph/Essay Writing 5. Service Learning Projects (action) 6. CAASPP (3-8) 7. End of the Unit/Topic Assessments