

York Academy Regional Charter School

Middle Years and Diploma Programme Assessment Policy

The York Academy is an International Baccalaureate (IB) World School that subscribes to the philosophies and standards of the International Baccalaureate Framework. As a three charter school in York County, our expectations of students are different from other school districts.

The Middle Years Programme (MYP) begins in Grade Seven and continues through Grade Ten. After completion of the Middle Years Programme, students will transition to the Diploma Programme for the last two years of their Upper School experience.

School Mission and Vision Statement

With an unrelenting focus on academic excellence, the York Academy Regional Charter School challenges students in a diverse learning environment which opens doors for growth, opportunity, and global citizenship. Students of the York Academy Regional Charter School will experience an extraordinary educational program through:

- an individualized academic experience, shaped by a transdisciplinary approach that challenges and prepared them to effectively advance to the next stage of life
- a respect and appreciation of people from different cultures, religions, ethnic groups and socio-economic backgrounds
- an intrinsic desire to always strive to meet the high expectations they have set for themselves no matter what their goals
- the confidence to pursue their dreams

We believe:

In a culturally rich and diverse learning environment

In equal opportunities for all students to achieve to their full potential

In a high level of respect for and appreciation of all individuals

In respect for all cultures and socioeconomic backgrounds

In partnerships between school staff and partners that nurture academic/social goals and personal achievements for all children

In high expectations within a rigorous academic program

In values expressed within the student code of conduct

In cultivating relationships within the local community

In preparing students to navigate future challenges and opportunities

In student-led learning

In inquiry-based instruction

School Beliefs about Assessment

The grading system used by the York Academy is much different than the grading systems used in many school districts. Assessments occur frequently throughout the academic year. These assessments include both formative and summative assessments. All scores for assessment will reflect the numerical scale used throughout IB schools.

York Academy/International Baccalaureate Grading Practices

All Middle Years Programme grading is standards-based and focuses on grading achievement over time.

Behavior is not graded, such as points being taken off of an assignment for late work, lateness to class or presentation.

Assessment is an evaluation of skill and a “grade” is the final numerical representation of an achievement level at the end of a grading period.

Grades are representative of growth a student makes over time. Marking period grades are not averaged to produce a final grade.

A year-end grade reflects growth as well as achievement. It is expected that student performance will reflect growth over the academic year.

Statement of Philosophy

At the York Academy, we believe that assessment is integral to all teaching and learning. The central objective of assessment is to guide students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take action. An assessment gathers and analyzes information regarding student performance. It identifies what a student knows and understands at different stages in the learning process. As the students’ critical thinking and self-evaluation skills develop, both students and teachers should be actively engaged in assessing progress. Teachers are also charged with evaluating the efficacy of the Middle Years Programme (MYP).

We also believe that assessment provides information to all concerned stakeholders including students, teachers, parents, administrators, as well as our Board of Trustees. Assessment should be authentic, on-going, purposeful, and varied. Within the MYP, we strive to help students understand that assessment is a fundamental part of the teaching and learning process.

Assessment in the Middle Years Programme requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. Students are provided with opportunities to achieve at the highest level because teachers develop rigorous tasks that embrace a variety of assessment strategies.

Purpose of Assessment for Teachers

The main purpose of assessment is to improve student learning. Teaching staff use a variety of formative and summative assessment techniques and use assessment for varied purposes which include but not limited to:

- Checking for mastery of skills and concepts.
- Diagnosing student needs.
- Differentiating instruction.
- Gaining an understanding of students thinking and processing.
- Guiding instruction.
- Enhancing student learning.
- Monitoring the individual progress of student achievement.
- Determining the effectiveness of teaching.
- Guiding curriculum development and review.
- Guiding instructional practice.

Purpose of Assessment for Students

- Provide consistent, timely feedback and opportunity for reflection.
- Demonstrate a transfer of skills across disciplines.
- Give a “time stamp” of what students know at various points in learning.
- Identify strengths and weaknesses in components of the subject area.
- Promote student responsibility for and ownership of learning.
- Encourage students to self-advocate.

School Wide Essential Agreements

At the York Academy we agree that:

- Assessments will guide instruction.
- Teachers and students will regularly review teaching and learning practices through assessment data that is gathered.
- Teachers will base assessments and the students’ level of understanding by measuring the level of performance.
- Students will be aware of assessment guidelines or requirements before beginning any area of study.
- Feedback to students will be prompt and constructive.
- Teachers will keep clear and accurate records of assessments.
- Parents will be given assessment results in a timely manner.

Principles of Assessment

- Tasks will be designed to appeal to a variety of learning styles.
- Assessments will be differentiated to account for students’ diverse needs.
- Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning, and real-world contexts.
- Assessment tasks will include clear, consistent use of command terms.
- Students with identified learning needs will receive accommodations based on their individualized education plans (IEP).
- All work submitted for assessment must be the student’s own work.

- Students will receive timely and meaningful feedback on their performance on assessment tasks.
- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

Definitions of Formative and Summative Assessment

Formative Assessment

Formative Assessment is ongoing assessment aimed at providing information that will guide teaching and improve student performance. It provides a chance to rehearse the content and skills necessary to be successful on summative tasks.

1. There may be several formative assessments in a Unit of Study. These formative assessments may take many different forms including quizzes, writing, teacher observation, homework, and classwork.
2. Formative Assessments can be assessed by the student, peer, or a teacher.
3. Failure to complete formative tasks will greatly impact a student's ability to be successful on a summative task. Summative assessments will not be scored without evidence of formative completion as specified by the teacher and may lead to a failing grade.
4. Formative assessments should be completed in a specific order to lead up to a summative assessment.

Summative Assessment

A summative assessment is the culminating assessment for a unit of study designed to provide information on the student's achievement level against specific objectives. It is assessment of learning.

1. There is usually only one summative assessment for each unit. Summative assessments are usually completed as part of classwork, or a significant portion of classwork, and are generally not completed as homework.
2. All summative assessments will reflect the Middle Years Programme assessment practices.

Other Types of Assessment

Teachers assess all content areas (using the Pennsylvania Core Standards) through formative and summative assessments. In addition to quizzes and tests, other forms of assessment are utilized to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (projects, written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment). Students in Year 5 (Grade 10) will complete the Personal Project as a culminating experience of the MYP. Teachers use the IB rubrics to assess a student's knowledge and understanding of the content and concepts taught.

1. Pre-Assessments
2. School-wide Common Assessments: Measures of Academic Progress (MAP): Reading and Mathematics

3. State Assessments: Pennsylvania System of School Assessment (PSSA) and Keystone Exams

Common Practices in MYP Using Criteria and Determining Achievement Levels

MYP teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance, and precise ensuring that assessment is transparent. To determine a student's achievement level, teachers use a criterion related approach. This means that student performance is measured against previously specified assessment criteria (rubrics) based on the aims and objectives of each subject area. It is not norm referenced, where students are compared to each other; nor is it criterion referenced, where students must master all strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

Assessment in the MYP

MYP assessment is internal, as opposed to external because teachers design assessment tasks, strategies, and tools through discussion and collaboration. The MYP assessment model is criterion-related and is based upon predetermined criteria to which all students have access. Teachers are expected to structure both curriculum and assessment procedures according to the needs of their students and content areas.

All MYP assessments are aligned with the IB MYP assessment model. The MYP objectives and assessment criteria are described in each subject guide as the final goal. Each subject area teacher monitors and assesses students throughout the IB Middle Years Programme using criteria that are related to the objectives.

Process for Standardization of Assessment Scoring

Grade level and subject area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among MYP teachers. The process of standardization is revisited by the MYP Coordinator at least once per year. Students are assessed using the Middle Years Programme Subject Criteria. This is done by:

- Each criterion from all eight required subjects are assessed at least two times during each marking period.
- Reported MYP scores are based on more than one assessment task.
- Teachers employing standards based grading use MYP Criteria for all assessments during the year.
- Teachers use the rubrics appropriate to students' year in the Middle Years Programme.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades; or determining MYP grades by combining homework, classwork, and test grades.
- Rubrics are designed by the instructional staff based upon IB assessment criteria and made task specific by the teacher (possibly collaboratively with students) as the evaluation tool for formative and

summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the student with feedback when annotated by the instructor.

Homework Policy

Homework is a formative assessment and should support the academic growth and learning. Assignments should have a meaningful relationship to the unit of study being presented. Homework should:

Be purposeful and be linked to the summative assessment.

Prompt student ownership of learning and understanding.

Develop competence in a skill, task, or body of knowledge.

Be engaging and relevant.

Homework may include:

Practice to support skill development and review of learned concepts, such as math concepts, language speaking tasks, and historical and science readings.

Preparation for upcoming units such as literary readings in English courses, and vital stages in the writing or research process for all classes.

Expansion of classroom tasks for completion such as technology projects, science lab reporting, and fine arts projects.

Self-assessment and Reflection such as journaling in the personal project stages.

The York Academy approved a Homework Policy that indicates homework assignments for students in grades 6-8 should not exceed 45 minutes per day. For students in grades nine and ten, homework assignments should not exceed 2 hours per week per subject. For students enrolled in the Diploma Programme (Grades 11-12) homework assignments should not exceed 3 hours per week per subject.

The Personal Project (Grade 10) should not exceed 25 hours over the course of the year.

The Extended Essay (Grade 11) should not exceed 40 hours over the course of the year.

Missing or Incomplete Work

Meeting deadlines is evaluated on the report card as part of the self-management category for the Approaches to Learning in each subject. The ability to meet deadlines is an important responsibility of the student as they prepare for IB assessments and life in a college environment. Students that do not complete assignments on-time significantly decrease their own opportunities for learning and receiving important teacher feedback on their learning of the content of a given course. Additionally, missing work significantly

decreases the teacher's ability to fairly and accurately assess the student's progress and provide them with appropriate instruction to meet their learning needs. Students who do not complete assignments will receive a grade of 'NS', indicating that the deadline for the assignment has passed and the assignment was not submitted.

When assessments are missing or late and marked as 'NS', the York Academy STAFF may:

1. use additional means to retrieve or collect evidence such that a true determination of the student learning can be evaluated.
2. develop a timeline containing specifics regarding the completion of the assessment and provide the student with additional time to complete the assignment.
3. contact parents indicating the student's failure to submit required work.
4. require student to complete an additional reflection and planning assignment that details how the student plans to make up the missing work and ensure that work is submitted on time in the future
5. assign the student during or before and after-school "office hours" sessions to meet with the teacher and work to complete missing assignments. *(Transportation to be provided by student families)*
6. lower the students ATL grades in 'self-management' to reflect an ongoing pattern of lower achievement in the following critical approaches to learning:
 - i. Planning short and long-term assignments, meeting deadlines.
 - ii. Creating plans to prepare for assessment set goals that are challenging and realistic.
 - iii. Bringing necessary materials to class.
 - iv. Using appropriate strategies to organize complex tasks and information.

When assessments are missing or late and marked as 'NS', the York Academy STUDENTS will:

1. not receive a grade on their report card for criteria with fewer than two submitted assignments.
2. be ineligible to participate in extracurricular activities, special events and special privileges such as dress down days, lunch outdoors, flexible choice time activities, library work area privileges, etc.
3. be required to attend 'office hours' school sessions with teachers by appointment in the early morning before school begins or after school with York Academy Staff to make up missing work. *(Transportation to be provided by student families)*

Policy for Resubmission of Low Scored, Missing or Incomplete Work

Students at York Academy have the opportunity to submit missing, incomplete or revised project work for regrading one additional time provided they meet the following conditions:

1. The original submission must earn a minimum grade of 2 on the 0-8 grading scale for the criteria.
2. The student must make arrangements to meet with the teacher in person during 'office hours' before or after school to receive the resubmission permission form and talk through the assignment prior to submitting revised work in order to ensure complete understanding of the misunderstood content and expectations. *(Transportation to be provided by student families)*
3. Missing or incomplete work must be submitted within two weeks of the original assignment deadline.
4. Resubmissions of low scored work must be submitted within two weeks of receiving the graded work returned by the teacher.
5. More than 5 requests total across all courses to resubmit low scored, missing or incomplete work per academic year will be denied.

Assignment Revision Policy

Some summative assessments may be revised if the below conditions have been met. *In all cases, the original assignment instructions that teachers specified when assigning the task must be followed.* These may be substantially different depending on the subject and time of year.

1. A revised summative assessment must be submitted by the deadline specified by the teacher.
2. Some summative assessments (performances, presentations, oral exams) may not be eligible for resubmission. This is indicated in the original assignment instructions.
3. The student must make a fair, original attempt on the initial summative assessment in order to qualify for resubmission.

Approaches to Learning (ATL)

Through Approaches to Learning through IB courses, students develop skills that have relevance across all curricular areas of learning and help them to “learn how to learn”. Approaches to Learning can be learned and taught, improved with practice, and developed incrementally. They provide a foundation for learning independently and with others. Approaches to Learning can help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language for students to reflect on, and articulate how, they are learning. They prepare students for success in their studies and life beyond school.

All teachers are responsible for teaching the Approaches to Learning. Approaches to Learning are essential for transferring the practice of formatives to successful completion of a summative.

Over time, students should develop clear and sophisticated understanding of how they learn and how they can evaluate the effectiveness of their learning. This self-regulated learning helps students

- reflect purposefully on their learning
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative, and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for future study and responsible participation in local and global communities.

The IB recognizes five Approaches to Learning skill categories, expanded into developmentally appropriate skill clusters:

ATL Skill Categories	ATL Skill Clusters	Examples of Skills
Communication	1. Communication	<ul style="list-style-type: none">• Exchanging thoughts, messages and information effectively through interaction.• Use appropriate forms of writing for different purposes and audiences.• Reading, writing and using language to gather and communicate information.

		<ul style="list-style-type: none"> ● Preview and skill texts to build understanding; take effective notes in class.
Social	2. Collaboration	<ul style="list-style-type: none"> ● Working effectively with others. ● Practice empathy, take responsibility for one's actions, and negotiate effectively. ● Encourage others to contribute, exercise leadership. ● Give and receive meaningful feedback, advocate for one's own rights.
Self-Management	3. Organization	<ul style="list-style-type: none"> ● Plan short and long-term assignments, meet deadlines. ● Create plans to prepare for assessment set goals that are challenging and realistic. ● Bring necessary materials to class, ● Use appropriate strategies to organize complex tasks and information.
	4. Affective	<ul style="list-style-type: none"> ● Managing time and tasks effectively. Practice focus and concentration, practice strategies to overcome distractions; ● Demonstrate persistence and perseverance, ● Practice strategies to reduce stress and anxiety, ● Practice analyzing and attributing causes for failure, practice positive thinking, ● Practice dealing with disappointment and unmet expectations.
	5. Reflection	<ul style="list-style-type: none"> ● Consider the process of learning; develop new skills and techniques/strategies for effective learning, ● Demonstrate flexibility in the selection and use of strategies, ● Consider content, skill development, and personal learning strategies. ● Consider ethical, cultural, and environmental implications.
Research	6. Information Literacy	<ul style="list-style-type: none"> ● Finding, interpreting, judging and creating information; ● Making connections between various sources of information, ● Process data and report results, understand and implement intellectual property rights, create references and citations, identify primary and secondary sources.
	7. Media Literacy	<ul style="list-style-type: none"> ● Interacting with media to use and create ideas and information ● Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) ● Seek a range of perspectives from multiple and varied sources. ● Communicate information and ideas effectively to multiple audiences using a variety of media formats.

Thinking	8. Critical Thinking	<ul style="list-style-type: none"> ● Practice observing carefully in order to recognize problems, ● Recognize unstated assumptions and bias, ● Formulate factual, topical, conceptual and debatable questions, ● Propose and evaluate a variety of solutions, ● Troubleshoot systems and applications.
	9. Creative Thinking	<ul style="list-style-type: none"> ● Generating novel ideas and considering new perspectives ● Consider multiple alternatives, including those that might be unlikely or impossible, ● Apply existing knowledge to generate new ideas, products or processes ● Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments
	10. Transfer	<ul style="list-style-type: none"> ● Using skills and knowledge in multiple contexts ● Apply skills and knowledge in unfamiliar situations ● Make connections between subject groups and disciplines ● Combine knowledge, understanding and skills to create products or solutions.

Grading Scale and Conversions

As an IB World School, all grading is completed using the IB 1-7 scale. Letter and percent grades are not used to communicate student growth and achievement.

MYP (Grades 6-10) and DP (grades 11 and 12) Courses

Criteria	Grade	General Grade Descriptor	Weighted GPA	Letter Grade
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	4.5	A
24-27	6	Produces high-quality, occasionally innovative work. Communicated extensive understanding of concepts and contexts. Demonstrated critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations often with independence.	4.0	A-
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrated critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	3.5	B
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor	3.0	C

		gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.		
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	2.5	D
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	0.0	F
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	0.0	F
0	n/a		0.0	

Honor Roll Recognition and Student Rankings

York Academy recognizes students who demonstrate distinguished levels of learning achievement as 'Honor Roll' students. Students earning the following levels of achievement will be recognized:

- students earning a total grade of 28 or higher will be recognized as *Distinguished Honor Roll Scholars*.
- students earning a total grade between 19-27 will be recognized as *Honor Roll Scholars*.

DP Course Grades (Grades 11-12)

Upon receiving authorization for the Diploma Programme, the York Academy will use the following IB scale for reporting student progress.

It is our expectation that students work towards earning the minimum passing score of a 4 out of 7 in all internal and external assessments. The highest achievable score is a 7 out of 7.

IB DP Grade	General Grade Descriptor	Standard Level Course Weighted GPA	Higher Level Course Weighted GPA
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	4.5	5.0

6	Produces high-quality, occasionally innovative work. Communicated extensive understanding of concepts and contexts. Demonstrated critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations often with independence.	4.0	4.5
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrated critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	3.5	4.0
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	3.0	3.5
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	2.5	3.0
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	0.0	0.0
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most c and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	0.0	0.0
n/a		0.0	0.0

All courses, including IB courses and non-IB courses follow the same assessment policy and grade boundaries outlined here including 'best fit' grading and criterion-based formative and summative assessment.

In the core areas of Theory of Knowledge (ToK) and the Extended Essay (EE), an A-E scale is used. Descriptors for this scale are given below.

Grade	Descriptor
A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of an elementary standard

IB DP Assessment Components

Each IB DP subject has a variety of assessment components. Each component is marked using an IB rubric or mark-scheme and assigned a numerical mark. Grade boundaries are then applied to arrive at an overall grade on the 1-7 scale for that component (A-E for ToK and EE).

IB DP Grade Boundaries

Grade boundaries for all subjects are published annually by the IB in subject reports. In some subjects, the grade boundaries remain consistent over time, while in other subjects the grade boundaries change year to year. ISNS uses representative grade boundaries to give an accurate judgement of student achievement during a semester. These grade boundaries may change from year to year.

IB DP Overall Achievement Grades

To arrive at an overall achievement grade for a subject, the numerical marks for each component that has been assessed are combined together using appropriate weightings to give a total value. Overall grade boundaries are applied to give an overall achievement grade on the 1-7 scale (A-E for ToK and EE). Not all components are assessed in all subjects in all semesters of the course.

IB DP Predicted Grades

Teachers will be asked for predicted grades for each subject, to support Higher Education applications and to send to the IB just before students sit final exams. Predicted grades are the professional judgement of the teacher, at that moment in time, of how the student will perform in the final formal assessment. While they are informed by achievement grades in reports and by trial exam grades, they may or may not be the same as

achievement grades in reports or final exam grades. Predicted grades are not formally reported to parents, although they will be shared verbally with students as appropriate. The integrity of the process requires that students and parents are not allowed to influence teachers to give higher predicted grades.

Conditions for Earning the International Baccalaureate Diploma

Performance in each of the six IB Diploma subjects is graded in a scale of 1-7, as described above. These grades, together with the possibility of earning up to 3 additional points total for both the Theory of Knowledge and Extended Essay result in a maximum score of 45 for the Diploma Programme.

Student course grades are determined by their performance against standards-based criteria. The numeric grade awarded in each course is based on combined results students obtain from all assessed work.

Assessed work for each Diploma course includes “Internal Assessments”, or IAs, which are assignments and projects graded by the subject teachers, with samples sent to the International Baccalaureate organization for moderation to ensure that teachers are holding the high standards for grading and student expectations set forth by the international baccalaureate organization.

Assessed work for each Diploma course also includes “External Assessments”, or EAs which are assignments that are uploaded electronically for grading by international baccalaureate examiners around the world.

An ‘N’ grade will be awarded to students who do not complete all of the components of a course. Earning an N grade in any DP course is a failing condition for the IB Diploma.

Candidates who score 24 points or more of the total 45 points available and have completed all assignments and conditions of the programme are awarded an IB Diploma from the International Baccalaureate Organization.

Common Practices in Recording and Reporting MYP and DP Assessment results

Teachers utilize two software programs to record and report formative and summative assessment comments, achievement levels and final IB grades to students and parents: Sapphire and ManageBac.

Teachers are required to submit all summative criterion-related achievement levels (0-8) in ManageBac. In addition, the (1-7) IB MYP grades are reported through ManageBac and Sapphire at the end of each trimester. Teachers regularly update their ManageBac grade records in order to ensure feedback is being shared between the teacher, student and parents.

All parents receive their own ManageBac and Sapphire login codes at the beginning of the school year to check on their child’s progress throughout the year. Handouts containing instructions for logging in to ManageBac and Sapphire to review information regarding student achievement and progress are shared with students and parents at the beginning of each school year, ensuring that community members know how to

use the grading platforms. In addition to the students, parents also have the option of registering to receive email updates regarding assignments and feedback posted to the ManageBac system.

Parents and students receive a paper copy report card containing students' MYP achievement levels and grades three times per school year: November, February, and June from the Sapphire system. In addition, students hold student-led conferences twice a year in November and March to discuss their growth in thinking and learning, referencing and sharing specific artifacts from their classes. Students use both hard copy portfolios and the portfolio feature in ManageBac to compile their learning artifacts throughout the programme.

This policy will be reviewed annually and posted for public viewing at our school website, yorkacademy.com.

Last updated: 2-20-20

References

(2016). *MYP assessment in 2016*. Retrieved from <http://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>