

IB ASSESSMENT POLICY

In June 2018, Fairmont Schools became a PYP and MYP Candidate school, and in November 2018, the PYP, MYP, and DP coordinators (from Fairmont's Prep Academy) worked in concert with school staff and the Fairmont Education Department to further this policy. In March 2018, this policy was reviewed by the coordinators, heads of school, and senior leadership. The IB Assessment Policy was again revised during preweek in August 2025, by a team including IB PYP and MYP teachers, PYP and MYP coordinators and administration. The revised policies were shared with the faculty and staff in September 2025 for validation and adoption. HAC has committed to reviewing IB policies annually during preweek.

MISSION STATEMENT

We develop and deliver world-class P-12 schools and educational services globally.

PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

GOALS OF ASSESSMENT

Assessment is a practice that drives instruction and involves teachers, students and parents. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas that are in development. Information from assessment is used to identify learning targets and plan curriculum. Fairmont Schools strives to develop assessment tasks that are authentic, that is, they are summative, specific, criterion-related, varied, use of a range of measurement tools, and have real-world applications wherever possible. All participants in the process have opportunities to assess collaboratively through self-assessment, peer-assessment, and teacher assessment. Teachers standardize for consistency across departments and the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students.

GENERAL ASSESSMENT PHILOSOPHY

- Assessment is ongoing.
- Assessment is consciously designed to measure and improve student learning.
- Reflection is an essential and integral part of assessment.
- Assessment tasks must be authentic whenever possible.
- Feedback is central to the assessment process.
- Students and teachers can use feedback to revise and improve performance.
- Assessment provides a direction for teachers, the students, the parents, the administration and the larger school community.
- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- Criteria for assessment is shared or developed with the students prior to assessment where appropriate.
- Assessment is objective; all judgments are based on evidence from student work.

AIMS OF ASSESSMENT

- Provide valid and reliable measurements of what students have learned.
- Reflect student growth, development and learning.
- Identify areas of strengths and areas to be further developed.
- Provide direction for future planning and instruction.
- Develop a common language for discussing and evaluating.
- Evaluate the appropriateness of the curriculum.
- Inform academic target setting.
- Empower students to be active participants in their own learning.
- Develop shared year level and school-wide expectations and set standards.
- Create shared academic understanding in departments.
- Provide structured, focused and relevant feedback to students and parents.
- Provide information to school leadership to inform budgets, resources, curriculum development, and professional development.

GENERAL ASSESSMENT PRACTICES

1. **Pre-assessment** – Teachers will assess prior knowledge and experience before embarking on new learning experiences.
2. **Formative assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.
3. **Summative assessment** – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.
4. **Internal assessment standardization** – Teaching teams are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school.
5. Assessments will be carried out in the following forms: peer-assessment, self assessment, and teacher assessment. Feedback should be provided within an appropriate amount of time, and within one week of the assessment.
6. A balance of strategies and assessment tools will be used at developmentally-appropriate levels and should be outlined in planning documentation.

OVERVIEW OF IB PROGRAMMES AND PRACTICES FOR ASSESSMENT

THE PRIMARY YEARS PROGRAMME (PYP): AGE 3 - GRADE 5

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastery of skills, the development of attitudes, and the decision to take

responsible action. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process.

Source: MTPYPH, P2P

THE MIDDLE YEARS PROGRAMME (MYP): GRADE 6 - GRADE 8

Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students. Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria. Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competency against the objectives. Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted.

Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and summative (which measure the amount of learning that has taken place). Level descriptors for summative tasks will be distributed at least one week in advance of student deadlines. Where appropriate, students are expected to submit the work with a self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one week of receipt.

In the cases where more than one teacher is teaching the same subject group in a given year level, instances of internal standardization will take place to ensure a common understanding of criteria and application of levels of achievement. Supervisors of the community will also standardize.

Source: MTMYPH, MYPS&P

Assessment approach explanation: Criteria Grades

For each subject in the MYP, the development of students' knowledge and skills is assessed using a set of rubrics called 'Criteria'. Each subject has four Criteria (A, B, C, and D), which correspond to the broad learning goals for that subject. For example, the four criteria for MYP Science are:

Criteria A: Knowing and understanding

Criteria B: Inquiring and designing

Criteria C: Processing and evaluating

Criteria D: Reflecting on the impacts of science

Criteria are graded on achievement levels (1 to 8), with rubrics for each, to clarify expectations of skills & knowledge at each level, and to help students monitor and reflect on their growth.

Final Grades

Over the course of the year, teachers provide students with a variety of assessment tasks, and are guided by these criteria to make professional and informed evaluations about the students' achievement level. Each criterion is assessed multiple times in an academic year.

The achievement levels for the four subject criteria are added together to arrive at a total out of 32. Using the MYP grade boundaries, this total score is converted to a final MYP Grade between 1 and 7, with 7 being the highest. These are generated as both interim grades as well as final grades at the end of the academic year. Please refer to the table below to understand how the conversions are made.

IB boundary guidelines and grade descriptors for subjects

Grade	Boundary Guidelines	Descriptor
1	1-5	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.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates 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.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	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.

Schoolwide Assessments of Learning

As a means of cross-referencing our internal assessment data with national standards, students in grades 3 through 8 take the CTP Exam. This test assesses literacy and numeracy for students and gives valuable information on student ability. Parents receive a personalized report that indicates how their child is performing against age-appropriate criteria (criterion-referenced) and where they stand relative to all other students who sat for the exam (norm-referenced).

Students in kindergarten through 8th grade take the MAP Growth test three times during the school year- fall, winter, and spring. The MAP Growth test adapts to students' responses, providing a personalized assessment that accurately measures their knowledge and abilities in reading, language use and mathematics. After each assessment, families receive a Family Report detailing the student's academic performance, providing a clear overview of their progress. This approach is beneficial for students at all levels, whether they're performing above grade level or require additional support.

For educators, MAP Growth serves as a valuable tool, helping us identify students' strengths and areas for improvement. This information allows educators to tailor their instruction to meet each student's individual needs, ensuring targeted support for all.

Fairmont HAC also uses WRAP testing to assess student writing in grades 3-8, and the MDTP standardized test in grades 3-8 to inform mathematics placement for students.

Responsibilities Regarding Assessment

TEACHER Responsibilities:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow students time to reflect on their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater to all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about achievements, on-going progress and future goals.
- Utilize student outcome data from a variety of assessment sources to help guide learning and teaching.

STUDENT Responsibilities:

- Participate meaningfully in assessing and evaluating their own learning.
- Develop an awareness of personal strengths, areas for growth, and individual learning styles.
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Understand and are willing to engage with multiple tools and approaches to assessment.
- Share the outcomes of their learning with peers, teachers and parents.
- Manage their own reflection journals and portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behavior at school.
- Recognize and increasingly use the common assessment vocabulary used throughout the school.

PARENT Responsibilities:

- Be informed about the school-based expectations.
- Access the Learning Management System (Blackbaud for grades JK-5 and Toddle for grades 6-8) for more on grades and assessments.
- Understand the assessment vocabulary used in the school.
- Be involved in setting goals for and with their children.
- Recognize that their child is at the center of the assessment process.
- Value their child's ability to recognize personal strengths, challenges, and preferred ways of learning.
- Provide information to the teacher regarding their child's on-going learning.