

## **Assessment Policy**

### **International Baccalaureate (IB) Middle Years Programme (MYP)**

#### **I. Introduction**

This policy applies to the entire Middle Years Programme (MYP) community at the Gymnase: students, their parents, and all members of the educational team (teachers and administrators).

#### **II. Philosophy**

##### **A. Purpose**

The purpose of this assessment policy is to provide a framework for fair, reliable, and valid assessment practices that are consistent with the philosophy and mission of the International Baccalaureate (IB). The assessment policy also aims to guide the continuous improvement of teaching and learning by providing feedback to students, teachers, and parents.

##### **B. Culture**

Our school values an approach to education that focuses on collaboration, inclusion, and learning. We aim to create a positive and encouraging learning environment that supports the whole child's development. We believe in promoting a growth mindset and encourage students to take ownership of their learning.

##### **C. Environment**

Our school operates in an international context and welcomes students from diverse backgrounds alongside the national education system.

We recognize the importance of cultural sensitivity and aim to promote intercultural understanding and respect.

#### **III. Assessment and learning**

Assessment is an integral part of teaching and learning. In the MYP program, assessment is criteria-based (predetermined criteria that are similar across all IB schools worldwide), continuous, and progressive.

The goal is to support and encourage student learning by providing feedback on it.

The numerical value (from 1 to 8) assigned during assessments represents the level achieved by the student based on predefined descriptors; this is a qualitative assessment.

There are two types of assessment: formative and summative.

Formative assessments are carried out before each summative assessment.

The assessment methods (information gathering) at the MYP are diverse and differentiated. They take into account the needs of all students (see inclusive policy) and can take several forms, such as video clips, presentations, graphic illustrations, reports, conversations, lab reports, or even traces of a mathematical process.

A summative assessment evaluates a level out of 8 and is counted, whereas formative assessments are not necessarily graded.

The work units (or any other activity arising from the MYP program) assess both the criteria specific to the competencies defined in the IB guides and the disciplinary competencies and knowledge outlined in the National Education programs.

By making assessment part of the student's development, it becomes a tool for progress rather than a judgment.

During the four years of the MYP, the level of difficulty increases for each of the assessment criteria. To reflect this increase, teachers use two different grids depending on the year of teaching. The first is for assessment in MYP1 and MYP2, and the second is for assessment in MYP3 and MYP4.

#### IV. MYP Assessment criteria

Each subject group is assessed according to four criteria (A, B, C, and D).

The MYP assessment criteria across subject groups  
(based on the IB guide: *MYP: From Principles into Practice*, IBO, 2015)

|                                      | A                                    | B                                     | C                         | D   |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| <b>Language and literature</b>       | Analysing                            | Organizing                            | Producing text            | Using language                              |
| <b>Language acquisition</b>          | Comprehending spoken and visual text | Comprehending written and visual text | Communicating             | Using language                              |
| <b>Individuals and societies</b>     | Knowing and understanding            | Investigating                         | Communicating             | Thinking critically                         |
| <b>Sciences</b>                      | Knowing and understanding            | Inquiring and designing               | Processing and evaluating | Reflecting on the impacts of science        |
| <b>Mathematics</b>                   | Knowing and understanding            | Investigating patterns                | Communicating             | Applying mathematics in real-world contexts |
| <b>Arts</b>                          | Knowing and understanding            | Developing skills                     | Thinking creatively       | Responding                                  |
| <b>Physical and health education</b> | Knowing and understanding            | Planning for performance              | Applying and performing   | Reflecting and improving performance        |
| <b>Design</b>                        | Inquiring and analysing              | Developing ideas                      | Creating the solution     | Evaluating                                  |
| <b>MYP projects</b>                  | Investigating                        | Planning                              | Taking action             | Reflecting                                  |
| <b>Interdisciplinary</b>             | Disciplinary grounding               | Synthesizing                          | Communicating             | Reflecting                                  |

Each criterion (A, B, C, D) for each subject has eight possible levels of achievement according to predefined descriptors:

- 1-2: unsatisfactory, learning objectives not achieved
- 3-4: good work (level 3 being the 'passing' level)
- 5-6: very good work
- 7-8: excellent work

Example of an evaluation scale (Criterion B, Design MYP1)  
(based on the Design guide, IBO, 2015)

| Achievement level | Level descriptor   |
|-------------------|--|
| 0                 | The student <b>does not</b> reach a standard described by any of the descriptors below.  |
| 1-2               | The student: <ul style="list-style-type: none"> <li>i. <b>states one</b> basic success criterion for a solution</li> <li>ii. <b>presents one</b> design idea, which can be interpreted by others</li> <li>iii. <b>creates</b> an incomplete planning drawing/diagram.</li> </ul>   |
| 3-4               | The student: <ul style="list-style-type: none"> <li>i. <b>states a few</b> success criteria for the solution</li> <li>ii. <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others</li> <li>iii. <b>states</b> the key features of the chosen design</li> <li>iv. <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.</li> </ul>                                       |
| 5-6               | The student: <ul style="list-style-type: none"> <li>i. <b>develops a few</b> success criteria for the solution</li> <li>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design <b>stating</b> the key features</li> <li>iv. <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.</li> </ul>               |
| 7-8               | The student: <ul style="list-style-type: none"> <li>i. <b>develops a list of</b> success criteria for the solution</li> <li>ii. <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others</li> <li>iii. <b>presents</b> the chosen design <b>describing</b> the key features</li> <li>iv. <b>creates</b> a planning drawing/diagram, which <b>outlines</b> the main details for making the chosen solution.</li> </ul> |

The assessment tables with descriptors are known to students and their families for each subject and each year.

Knowledge of these criteria is necessary for students to develop a certain degree of autonomy as learners.

## V. Evaluation frequency

Teachers are required to assess the four learning objectives for each assessment criterion at least twice a year.

The school year is divided into two semesters: September to January, and February to June. Students' results are recorded in report cards that are available and can be viewed on ManageBac.

A meeting between professors, teachers, and students is organized in the middle of the first semester and in the middle of the second semester to review students' learning and results.

At the end of each school year, a final grade out of 7 is given for each subject. To do this, an average for the year is calculated for each of the four criteria per subject. The levels achieved for the four criteria (A, B, C, D) in a subject are added together, giving a total out of 32, which is converted into a grade out of 7.

Conversion table to obtain the final grade out of 7  
(based on the IB guide: MYP: From Principles into Practice, IBO, 2015)

| 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.      |

## **VI. MYP end validation**

As the MYP takes place over four years at the Gymnase, students do not participate in the electronic assessment. They do not present their personal project but carry out their community project at the end of MYP4. The validation of this project is a prerequisite for successful completion of the MYP.

Students enrolled in the MYP4 program who wish to take the Diplôme National du Brevet (DNB) exam, which certifies completion of four years of middle school in France, may take this exam as independent candidates. Students are then registered as independent candidates for the DNB by the school.

## **VII. Roles and responsibilities**

Teachers will:

- explain the expected outcomes and assessment criteria to students. These will be subject to formative assessments before moving on to summative assessment;
- communicate with parents within a reasonable time frame when they notice a change in behavior or academic performance in order to avoid, as far as possible, the student failing;
- exercise professional judgment in determining the levels achieved based on the IB assessment grids.

Students are:

- responsible for providing evidence of their learning (formative and summative assessments) on the dates specified by teachers;
- responsible for demonstrating honesty in all respects (as described in the Academic Integrity Policy);
- responsible for reading teachers' comments on assessment grids;
- responsible for their learning, i.e., doing the recommended readings and activities.

Parents:

- are responsible for keeping themselves informed based on the information provided by teachers;
- must inform the school of their child's absences;
- must undertake to inform the school if any special circumstances arise that could adversely affect their child's learning.

## **VIII. Revision of the Gymnase IB Middle Year Program Assessment Policy**

The Assessment Policy is reviewed annually during working sessions with the educational community and submitted to the school leadership for approval before implementation. The Assessment Policy is published on the Gymnase's website.

*Revised 28/08/2025*