

## Evaluation Policy

### Middle Years Program (MYP) at the Gymnase

#### **I. Introduction**

This policy is addressed to the entire community of the Middle Years Program (MYP) at the Gymnase: students, their parents, and all members of the educational team (teachers and administration).

#### **II. Philosophy**

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

The purpose of this assessment policy is to provide a framework for fair, reliable, and valid assessment practices, in line 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 a collaborative, inclusive, and learning-centered approach to education. We strive to create a positive and supportive learning environment that promotes the holistic development of each child. We believe in fostering 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 a 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, assessment is **criterion-referenced** (using predetermined criteria that are consistent across all IB schools worldwide), **ongoing**, and **progressive**.

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

The numerical value (from 1 to 8) assigned during assessments represents the level achieved by the student, based on predefined descriptors. This is indeed a **qualitative** form of assessment.

There are two types of assessment: **formative and summative**.

Prior to each summative assessment, formative assessments are carried out.

The **means of assessment** (data collection) in the MYP are varied and differentiated. As such, they take into account the needs of all students (see Inclusive Education Policy) and may take several forms, such as video clips, presentations, graphic illustrations, reports, conversations, laboratory reports, or records of a mathematical process.

A summative assessment evaluates a level out of 8 and is recorded.

A formative assessment does not need to be graded.

**Units** (or any other activity arising from the MYP curriculum) assess both the subject-specific criteria defined in the IB subject guides and the disciplinary skills and knowledge outlined in the National Education curriculum.

By embedding assessment within the student's development, it moves beyond judgment and becomes a **tool for progress**.

Over the 4 years of the MYP, the level of difficulty increases for each of the assessment criteria. To reflect this progression, teachers use two different rubrics depending on the year of instruction. The first is used for assessment in MYP 1 and MYP 2, and the second for assessment in MYP 3 and MYP 4.

#### IV. Assessment Criteria

Each subject group is assessed according to **4 criteria** (A, B, C, and D).

##### MYP Assessment Criteria Across All Subject Groups

(based on the IB guide: *Middle Years Programme: From Principles into Practice*, IBO, 2015)

|                                      | A                                    | B                                     | C                         | D                                          |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|--------------------------------------------|
| <b>Language and literature</b>       | Analyzing                            | 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-life contexts |
| <b>Arts</b>                          | Investigating                        | Developing                            | Creating or performing    | Evaluating                                 |
| <b>Physical and health education</b> | Knowing and understanding            | Planning for performance              | Applying and performing   | Reflecting and improving performance       |
| <b>Design</b>                        | Inquiring and analyzing              | Developing ideas                      | Creating the solution     | Evaluating                                 |
| <b>Community project</b>             | Investigating                        | Planning                              | Taking action             | Reflecting                                 |

Each criterion (A, B, C, D) in each subject has 8 possible achievement levels based on predefined descriptors:

- **1–2:** unsatisfactory — learning objectives are not met
- **3–4:** satisfactory work (level 3 being the passing threshold)
- **5–6:** good work
- **7–8:** excellent work

**Sample Assessment Rubric (Criterion B, Design — MYP 1)**

(based on the IB Design guide, IBO, 2015)

| Achievement Level | Level Descriptor                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0                 | The student does not reach a standard described by any of the descriptors below.                                                                                                                                                                                                                                                                                                   |
| 1–2               | The student is able to: <ul style="list-style-type: none"><li>• outline the context of the design problem</li><li>• outline one or more research questions related to the problem</li></ul>                                                                                                                                                                                        |
| 3–4               | The student is able to: <ul style="list-style-type: none"><li>• describe the context of the design problem</li><li>• describe one or more research questions related to the problem</li><li>• describe one or more existing products that inspire a solution to the problem</li><li>• construct a design brief</li></ul>                                                           |
| 5–6               | The student is able to: <ul style="list-style-type: none"><li>• explain the context of the design problem</li><li>• explain one or more research questions related to the problem</li><li>• explain one or more existing products that inspire a solution to the problem</li><li>• construct a design brief</li><li>• outline a design specification</li></ul>                     |
| 7–8               | The student is able to: <ul style="list-style-type: none"><li>• explain the context of the design problem</li><li>• explain one or more research questions related to the problem</li><li>• explain one or more existing products that inspire a solution to the problem</li><li>• construct a detailed design brief</li><li>• construct a detailed design specification</li></ul> |

**Assessment rubrics** with **descriptors** are made available to students and their families for each subject and each year level.

Familiarity with these criteria is essential for students to develop a degree of autonomy as learners.

Cross-marking sessions among teachers within the same subject group are organized on a regular basis in order to ensure consistent application of the assessment criteria and the awarding of achievement levels.

## V. Assessment Frequency

Teachers are required to assess all 4 learning objectives of each assessment criterion at least twice during the school year.

The school year is divided into two semesters: September to January, and February to June. Student results are recorded in report cards available on ManageBac.

A three-way conference involving teachers, students, and parents is held mid-way through each semester to report on student learning and progress.

At the end of each school year, a final grade out of 7 is awarded for each subject. To calculate this grade, the year-end average for each of the 4 criteria is determined per subject. The achievement levels for the 4 criteria (A, B, C, D) in a subject are added together to produce a total out of 32, which is then converted into a grade out of 7.

### **Grade Boundary Conversion Table for the Final Grade out of 7**

(based on the IB guide: *Middle Years Programme: From Principles into Practice*, IBO, 2015)

| Grade | Total score (out of 32) | Descriptor                                                                                                                                                                                                                                                             |
|-------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | 1 – 5                   | Produces work of very limited quality. Conveys many significant misunderstandings. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely able to apply knowledge or skills.                                                                  |
| 2     | 6 – 9                   | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding. Demonstrates limited critical and creative thinking. Applies knowledge and skills with significant support.                                                        |
| 3     | 10 - 14                 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with some misunderstandings. Demonstrates limited critical and creative thinking. Applies knowledge and skills partially or with support.                      |
| 4     | 15 - 18                 | Produces good-quality work. Communicates basic understanding of most concepts and contexts. Demonstrates some critical and creative thinking. Applies knowledge and skills in familiar situations.                                                                     |
| 5     | 19 - 23                 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Applies knowledge and skills in familiar and some unfamiliar situations.                 |
| 6     | 24 - 27                 | Produces high-quality work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Transfers knowledge and skills independently in most situations.                                |
| 7     | 28 - 32                 | Produces high-quality, frequently innovative work. Communicates comprehensive understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills independently and effectively. |

For students wishing to transfer to a school with different regional or national grading requirements, the Gymnase forwards the results after each teacher has converted the grades into the grading system mandated by the receiving school.

## **VI. Validation at the end of MYP**

Since the MYP program spans four years at the Gymnase, students do not participate in the electronic assessment. They do not submit a Personal Project but instead complete a Community Project at the end of MYP 4. Successful completion of this project is a prerequisite for passing the MYP program.

Students enrolled in MYP 4 are encouraged by the school to take the Diplôme National du Brevet (DNB) exams at the end of the school year, which certify the completion of the four-year middle school program in France, as well as the PIX certification of digital literacy proficiency. The necessary steps for registering for these exams are handled by Le Gymnase.

## **VII. Roles and Responsibilities**

Teachers:

- explain the expected outcomes and assessment criteria to students. These will be the subject of formative assessments before moving on to summative assessment
- follow standard procedures for recording and communicating student results, namely:
  - o returning the student's written work with the teacher's assessment and comments,
  - o recording the assessment results on Managebac, where they are accessible to students and families,
  - o following class meetings, once per semester, teachers complete student report cards and send them to families.
- communicate, within a reasonable timeframe, with parents when they notice a change in behavior or academic performance in order to prevent, as much as possible, the student from falling behind
- exercise professional judgment in determining achievement levels based on the IB assessment rubrics.

Students:

- are responsible for providing evidence of their learning (formative and summative assessments) by the dates specified by teachers
- are responsible for demonstrating honesty in all matters (as described in the School Rules)
- are responsible for reading teachers' comments on the assessment rubrics
- are responsible for their own learning, which means completing the recommended readings and activities.

Parents:

- are responsible for staying informed based on the information provided by teachers
- must notify the school of their child's absences in accordance with the school's internal regulations
- must commit to informing the school if any special circumstances arise that could hinder their child's learning.

## **VIII. Revision of the Assessment Policy**

The assessment policy is reviewed annually during working sessions of the educational community and published on the school's website.