

Lakes International Language Academy

MYP Assessment Policy

Lakes International Language Academy Mission Statement

Our mission is to prepare tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.

Lakes International Language Academy Action Statements

Think for myself
Think about others
Think beyond today

Philosophy of Assessment Beliefs

The primary purpose of assessment is to provide feedback in order to improve teaching and learning. 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. Students and teachers should be actively engaged daily in assessing students' progress as part of the development of their wider critical-thinking and self-assessment skills. The MYP promotes student inquiry, action and reflection, and holds those three components as critical to teaching, learning and assessing.

At Lakes International Language Academy, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied, standards-based, criterion-related, and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision-making is driven by our assessments and its ongoing review of the results.

Purpose of Assessment

The purpose of assessment is to inform and guide instruction. It involves students, parents, teachers and administrators. Effective assessments:

- ensure that students are an active part of the learning process through goal-setting, demonstration of their understanding and reflection.
- help teachers drive instruction.
- facilitate communication of progress with students, families and other stakeholders.
- allow parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- will prompt reflection and action for students, teachers, and administrators.

Types of Assessment used at Lakes International Language Academy

Formative Assessment

Formative assessments are used in the instructional part of each unit to inform students and teachers about the students' understanding. Formative assessments are considered practice and help us to understand how the student is progressing in each criterion. Quality and completion of formative assessments influence the student's overall numerical grade.

Summative Assessment

Summative assessments are given at the end of a learning period to allow students to demonstrate what they know. Summative assessments are the primary measure used to determine the student's overall numerical grade.

Practices (strategies for recording and reporting)

- Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
- Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or struggling to meet the expectations.
- Open-ended tasks: Students are asked to complete or communicate an original response. For example, these can be a drawing, written response, diagram or a solution.
- Test/quiz: These assessments provide a snapshot of students' subject-specific knowledge.
- Student reflections: Students are asked to reflect on what they have learned at the end of a lesson/unit.

School-wide Assessment Tools (help to communicate what is expected and create commonality across subjects)

- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Rubrics: an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Wherever possible, teachers will involve students in the creation of the rubric.
- Anecdotal records: brief, written notes based on observations of students.
- Continuums: visual representations of developmental stages of learning that show a progression of achievement or identity where a student is in a process.

Assessment of the MYP Criteria

The MYP approach to assessment is based on four criteria for each subject area. The four criteria in each of the MYP courses are weighted equally and are used to determine the final grade at the end of the school year.

	Criterion A	Criterion B	Criterion C	Criterion D
English	Analyzing	Organizing	Producing Text	Using Language
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Math	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-world Contexts
Language Acquisition	Comprehending Spoken and Visual text	Comprehending Written and Visual text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
P.E./Health	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

The MYP uses rubrics to communicate assessments and learning. All rubrics are on a 1-8 international scale. We use our online gradebook, to report the IB achievement levels, and Campus, to report out a final number grade (0-8).

Grading

LILA Levels of Achievement (IB)	GPA	Related Terms
0	0	little or no
1	0.5	limited, rarely
2	1.0	minimal, identifies, infrequent
3	2.0	some, acceptable, basic
4	2.5	good, adequate
5	3.0	thoughtful, generally high quality
6	3.5	substantial, sufficient, competent, high quality
7	4.0	perceptive, detailed, frequently high quality
8	4.0	justification, sophisticated, extensive, frequently innovative

Reporting to Stakeholders - The Written Report

Relevant stakeholders (State of MN, School Board, Charter School Authorizer, Staff etc.) are given a summary of assessment results annually. LILA's assessment policy is posted on our website.

Grade Reporting System

Progress Reports are available on Infinite Campus approximately one week after each quarter ends. The student's overall achievement level in the course is determined by evaluating evidence from each of the subject area's criteria at the end of the year. Parents and students will be updated quarterly on the student's progress in the course. Reports are available on Infinite Campus approximately one week after each quarter ends. The official grade for the course is determined and reported at the end of the school year.

Standardized Assessments

The Minnesota Comprehensive Assessments (MCA) and alternate assessment Minnesota Test of Academic Skills (MTAS)

Staff will administer Standards- Based Accountability Assessments to students in Upper School as

mandated by the State of Minnesota in the spring of each year. The test results are provided to families annually via Infinite Campus. The state tests that help districts measure student progress toward Minnesota's academic standards and also meet federal and state legislative requirements. Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility requirements may take the alternate assessment MTAS instead.

The list below shows tests by subject along with the grades they are given in parentheses behind each subject.

- Reading: MCA or MTAS (grades 8,10)
- Mathematics: MCA or MTAS (grades 6-8, 11)
- Science: MCA or MTAS (grade 8 and high school)

Civics Test

All students enrolled in Civics must complete and pass a state mandated Civics Test in order to graduate. The test will be administered during the Fall Semester.

Language Tests

- The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) - Upper School uses the AAPPL language test to determine student placement and advancement in language acquisition courses, as well as to award Bilingual/Multilingual Certificates and the Minnesota Bilingual/Multilingual Seal.
- ACCESS - This is a test of English proficiency taken by all English Learners. The test is used to place students into appropriate levels of English instruction and by teachers to differentiate instruction.

PreACT/ACT (Optional with Fee)

- PreACT is offered to students in 10th Grade, which is practice for the ACT.
- ACT is offered during the school day to students in 11th grade. This is a college admissions test measuring academic readiness for college. Scores are used for college admissions decisions. Minnesota schools are required to offer a college admissions test during the school day to all students as part of state graduation requirements.

Parent/Teacher/Student Conferences

- Fall: Orientation/Open House
- Fall and Spring: These are conferences that include the parent, student, and teacher. These review the student's progress and share information about the MYP criteria, and student work samples. Goals will be discussed to determine how everyone involved can support the achievement of these goals.

Personal Project

The personal project is a student inquiry and action project where students showcase the learning and skills they've gained throughout their time in the MYP. All 10th grade students will complete a personal project with guidance from a personal project supervisor. The personal project will be assessed on the personal project criteria by the personal project supervisors and personal project coordinator. Scores will be reported to the IB for external moderation.

Assessment Policy Review

Annually, a committee comprised of teacher representatives and members of the leadership team will review and update this policy. When revising the policy, the committee will refer to the guidelines established by IB for this area. The updated policy will be reviewed annually with staff during our pre-service professional development days and updated on the website for all stakeholders to access.

References

(2014). *MYP- From principles into practice*. www.ibo.org