



Saint-Lambert International

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MYP Assessment Policy

Saint-Lambert International High School Mission Statement

To provide a safe, caring and healthy learning environment which enables all students to become respectful, internationally-minded life-long learners, who strive to achieve their personal potential.

International Baccalaureate Organization Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)



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Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)a

Introduction

Rigorous assessment is at the heart of evaluation practices at Saint Lambert International High School. We are committed to planning and assessment which is concept-based, situated within the Global Contexts, and evaluated using the IB MYP Objectives and criterion strands.

Through the dedicated application of acquired ATL skills, we support our students in becoming:

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of the individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with foresight and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



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BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Profile and Philosophy

Saint Lambert International High School is an English public high school in Saint Lambert, Quebec. It is an inclusive IB MYP World School, providing all five years of the program, from Secondary I-V. The school population is approximately 350 students with a range of academic backgrounds and abilities.

As a public school within the Riverside School Board, Saint Lambert International High School is bound by the Quebec Ministère de l'Éducation et de l'Enseignement Supérieure (MEES)'s curriculum and standardized assessment model. As such, our students are subject to standardized examinations in the following courses and grade levels:

- MATHEMATICS: Secondary IV
- SCIENCE AND TECHNOLOGY (Sciences): Secondary IV
- ENGLISH LANGUAGE ARTS (Language and Literature): Secondary V
- HISTORY AND CITIZENSHIP (Individuals and Societies): Secondary IV
- FRANÇAIS LANGUE MATERNELLE, FRANÇAIS LANGUE SECONDE ENRICHIE, FRANÇAIS LANGUE SECONDE DE BASE (Language Acquisition): Secondary II and V

As an IB MYP World School, Saint Lambert International works to promote an assessment policy that is rigorous, engaging and embedded within well-designed IB units. Our assessment tools are guided by IB objectives in all courses and all years of the programme, and these are built on the explicit teaching and acquisition of Approaches to Learning (ATL) skills.

Types of Assessment

Saint Lambert International High School values a diversity of assessment models, focusing primarily on the following:

Pre-Assessment- Students engage in assessment which activates and evaluates their prior knowledge. These assessments serve as guides for instructional design.

Formative Assessment- Student participation in formative assessment is key to the development of competency. It serves as an opportunity for students to work through the content and engage in problem-solving, while self-, peer- and teacher-generated feedback scaffolds students toward the summative assessment and end-of-unit tasks.



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Summative Assessment- Students culminate their unit study with one or more summative tasks. These assessments are synthesizing in nature, leading students to employ and demonstrate all knowledge accrued during the unit. These summative assessments are evaluated using IB subject-specific and/or interdisciplinary criteria and provide the basis for formal reporting.

In the case of ministerial examinations from the Quebec Ministry of Education, parents and students should be aware that lateness beyond _____ will consist of the student receiving a 0 on the exam. Absences _____. **** Alison? Patty? Dianne ?

Service Learning

Service learning is a core and mandatory component of the IB MYP Program. Cathryn Berger Kaye defines Service Learning in her book, *The Complete Guide to Service Learning*, as “learning (...) applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on service experience and demonstration of acquired skills and knowledge”. Service Learning can take place within and outside of the school and classroom environments. Students at SLI are required to engage in Service Learning opportunities every year they are in the program, with guidelines as follows:

A minimum total of between 13-18 total Service Engagements

- 2-3 engagements a year in Secondary 1 and 2
- 3-4 engagements a year in Secondary 3, 4 and 5
 - Senior students are strongly encouraged to plan and initiate their own activities.

Interdisciplinary Learning

Interdisciplinary Learning is a core and mandatory component of the IB MYP Program. In every year of the program, students will engage in a minimum of one Interdisciplinary unit. These units bring together concepts and contexts from two subject areas to engage students in cross-curricular learning. They are also marked on separate interdisciplinary criteria. These are reported on the IB report card in June.

Criterion A	Evaluating	Maximum 8
Criterion B	Synthesizing	Maximum 8
Criterion C	Reflecting	Maximum 8

For the 2024-2025 school year, the Interdisciplinary subject groups are to be determined.



IB MYP Subjects and their QEP Equivalents

Assessment in the Middle Years Program is an integral part of informing teaching and learning. This is an important and necessary part of the learning process. It provides the student with an opportunity to analyze his/her own learning and to recognize areas for improvement.

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each subject has four (4) assessment criteria with a maximum level of 8, with the exception of the Year 5 Personal Project.

At SLI, we have created the following subject-specific Assessment Criteria level conversion chart in order to support students and staff in understanding the relationship between IB reporting and assessment and the Quebec Ministry of Education report cards issued annually in November, February and June.

Subject-Specific Assessment Criteria Levels
(maximum 8)

Achievement Level	Conversion
0	0
1	20 to 39%
2	40 to 59%
3	60 to 69%
4	70 to 77%
5	78 to 84%
6	85 to 89%
7	90 to 95%
8	96 to 100%



The MYP identifies a set of objectives for each subject group, which are directly related to the pre-determined criteria. Students have received detailed subject specific descriptions of these criteria.

LANGUAGE AND LITERATURE (English Language Arts)

Criterion A	Analysing	Maximum 8
Criterion B	Organising	Maximum 8
Criterion C	Producing Text	Maximum 8
Criterion D	Using Language	Maximum 8

LANGUAGE ACQUISITION (French)

Criterion A	Compréhension orale	Maximum 8
Criterion B	Compréhension écrite	Maximum 8
Criterion C	Expression orale	Maximum 8
Criterion D	Expression écrite	Maximum 8

INDIVIDUALS AND SOCIETIES (History, Geography, Contemporary World)

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking Critically	Maximum 8

SCIENCES

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Inquiring and Designing	Maximum 8
Criterion C	Processing and Evaluating	Maximum 8
Criterion D	Reflecting on the Impacts of Science	Maximum 8

MATHEMATICS

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Investigating Patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying Mathematics in Real-Life Contexts	Maximum 8



ARTS (Visual Art, Music)

Criterion A	Investigating	Maximum 8
Criterion B	Developing	Maximum 8
Criterion C	Creating/Performing	Maximum 8
Criterion D	Evaluating	Maximum 8

PHYSICAL EDUCATION AND HEALTH

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Planning for Performance	Maximum 8
Criterion C	Applying and Performing	Maximum 8
Criterion D	Reflecting and Improving Performance	Maximum 8

DESIGN (incorporated within Science, Years 1-3)

Criterion A	Inquiring and Analysing	Maximum 8
Criterion B	Developing Ideas	Maximum 8
Criterion C	Creating the Solution	Maximum 8
Criterion D	Evaluating	Maximum 8

INTERDISCIPLINARY (Cross-curricular between 2 courses)

Criterion A	Evaluating	Maximum 8
Criterion B	Synthesizing	Maximum 8
Criterion C	Reflecting	Maximum 8

PERSONAL PROJECT (Year 5 Only)

Criterion A	Planning	Maximum 8
Criterion B	Applying Skills	Maximum 8
Criterion C	Reflecting	Maximum 8



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For each subject, the sum of the assessment criteria are transcribed into a final grade on a 1 to 7 scale that is consistent for all subjects and is printed on this Report Card. The level of student success in reaching the objectives

for each subject group is measured in terms of a final level of achievement.



MYP General Grade Descriptors with SLI Conversions

Grade	Boundary	Descriptor
1	1-5	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. 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 occasional 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 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 reliable 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.



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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.
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IB Certification Requirements

In order for students to qualify for their local IB certificate, students must meet all the following criteria by the end of Year 5:

- Complete and pass the IB Personal Project with a minimum grade of 3.
 - Meet Service Learning Expectations (as outlined above and prorated to the number of years the student has been at SLI)
- Accumulate a minimum of 28 total points on the Year 5 IB Report Card**

***Please note the 28-point scale is subject to change as SLIHS is waiting for new information regarding the Personal Project grading scale. All decisions made in the interim period will be in the favour of student accreditation.*

Students meeting these criteria will be presented with a local certificate at graduation in June and an official certificate from the IB in September, after the outside moderation of the Personal Projects.

Reporting Procedures

As per the Basic School Regulations for the province of Québec, the following reporting procedures are obligatory:

- In order to inform parents of their child's learning and behaviour, the school provides one written communication, other than a report card, to the parents no later than 15 October. (B.S.R., Section 29)
- In order to inform a student's parents of the student's academic progress, the school provides a report card to the parents at the end of each of the 3 terms, in the form prescribed by the Ministry of Education. If the student is of full age, the report cards are provided to the student.
- The Term 1 report card will be provided no later than November 20, the Term 2 report card will be provided by March 15, and the Term 3 report card will be provided by July 10. (B.S.R., Section 29.1)
 - At the end of Term 3, the report card will provide results for all of the competencies or components of the program of studies, as well as the student's final marks and the group averages. The results are based on the framework for evaluation of learning established by the Minister for each program of study.



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- The final mark per competency or component is calculated according to the following weighting: 20% for the first term, 20% for the second term, 60% for the third term.
- At least once a month, information is provided to the parents of a minor in the following cases:
 - The student's results put him or her at risk of not obtaining the pass mark for the programs of studies;
 - The student's behaviour does not comply with the school's rules of conduct;
 - An individualized education plan providing for the information was prepared for the student.
 - The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan. (B.S.R., Section 29.2)
- For secondary 4 and 5 students, official results are those provided by the Ministry in a transcript titled Achievement Record for Secondary Studies. These are mailed directly to parents and students in the month of July.

The SLIHS IB report card is sent out annually in mid-June, prior to the Term 3 ministerial report. Accompanying the IB reporting is information reminding parents and students of IB assessment criteria, scales and course equivalencies.

Essential Agreements

- We will promote rigour in assessment by developing challenging, engaging learning situations within and across disciplines.
- We will design units which meaningfully incorporate pre-assessment, formative and summative assessments.
- We will maintain standardization practices within and across disciplines to ensure the consistent application of the IB achievement levels.
- We will design summative assessments and evaluation situations which promote real-world learning.
- We will explicitly teach and engage students in the teaching of IB command terms.
- We will design a variety of assessment tasks to meet the needs of our diverse student population.
- We will be transparent in our assessment practices, providing task-specific rubrics for all major assignments ahead of time.
- We will complete our assessments internally, and all assessment will be done by IB educators.
- We will honour the support measures and goals outlined in students' IEPs.
- We will provide opportunities for differentiation through our assessment and teaching practices.
- We will communicate regularly with parents and guardians regarding student outcomes and progress.
- We will reserve the right to assign a student a zero for an incomplete assignment.
- We will support students by providing timely and relevant feedback on their work.



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- We will develop evaluations using the Approaches to Learning as a guide for the development of relevant and authentic skills for today's society.
- We will use data collected from our assessments to inform our teaching practices, as individuals and as a teaching staff.
- We will moderate and standardize assessments within the department, whenever possible.
- We will comply with all provisions outlined in the Education Act, the Riverside School Board Policy on Evaluation of Student Learning and the IB Programme standards and practices.

Sources

The contents of this policy are based on and make reference to:

- Education Act, Basic school regulation for preschool, elementary and secondary education, Evaluation of learning (2017)
- Basic School Regulation for Preschool, Elementary and Secondary Education in Québec (2022)
- Riverside School Board Policy on Evaluation of Student Learning- Youth Sector (2020)
- Riverside Teacher's Union/Quebec Provincial Association of Teachers Collective Agreement (2021)
- Programme standards and practices (2022)
- Middle Years Programme MYP: From principles into practice (2022)
- Further Guidance for developing MYP assessed curriculum (2016)
- The Complete Guide to Service Learning (2004)

Review Policy

This policy document will be reviewed as and when the administration, program coordinator or staff feel it necessary, but no later than five years from acceptance.

The school community will ensure its implementation through planning meetings and appraisals. It is shared with all stakeholders annually via email in August, and is available on the school website.

Date of acceptance: November 30th, 2023.

Date of next review: 25 June, 2024.