



Assessment Policy
Middle Years Programme (MYP)
2022-23
Review period August-October 2022
Finalized 14th October, 2022
Next review: August 2023

Creation Village Preparatory School is an authorized Primary Years Programme and a candidate school for the Middle Years Programme*.

This school is pursuing authorization as an IB (International Baccalaureate) World School. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is essential for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that will grant authorization.

For further information about the IB and its programmes, visit <http://www.ibo.org>.

Creation Village World School

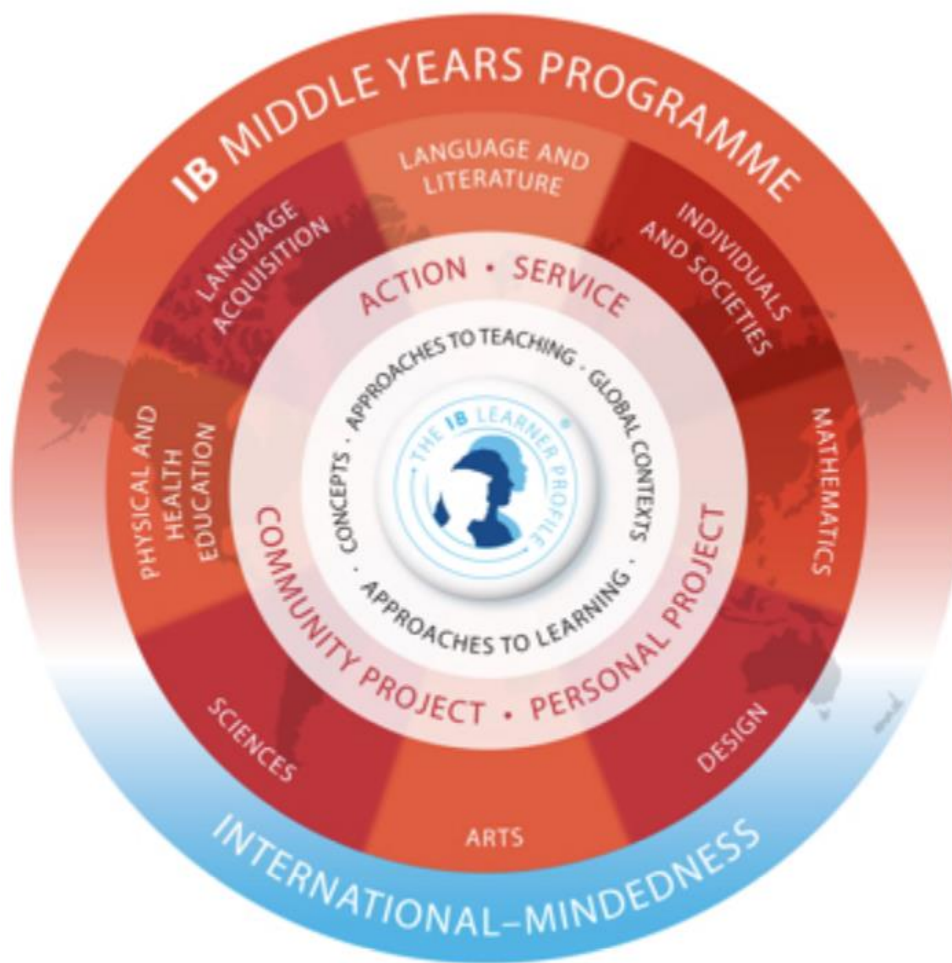
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Creation Village World School Mission

To fulfill each learner's God-created identity by developing inquiring, knowledgeable, and caring young people who love God, pursue excellence, live health, and serve others. We live our mission daily through the CREATION Health philosophy and the International Baccalaureate programme.

The MYP Model



Our purpose for assessment

The purpose of the Creation Village MYP assessment policy is:

- To clarify understanding of the assessment process for all members of The Creation Village Community (students, parents, teachers, administrators, high schools, and other institutions).
- To provide our community with guidelines to ensure a common understanding of the assessment process.
- To provide clear communication between the school mission for teaching and learning and the assessment practices in our classrooms.

Assessment philosophy at Creation Village

At Creation Village World School, learning in the Middle Years Programme (MYP), builds on our **Primary Years Programme** foundation that “requires our students to engage in problem-solving to build mental models actively. Knowledge is attained by receiving information and interpreting it, and relating it to the learner's knowledge base. Assessment accordingly is the learner's ability to organize, structure, and use information in context to solve complex problems”.¹

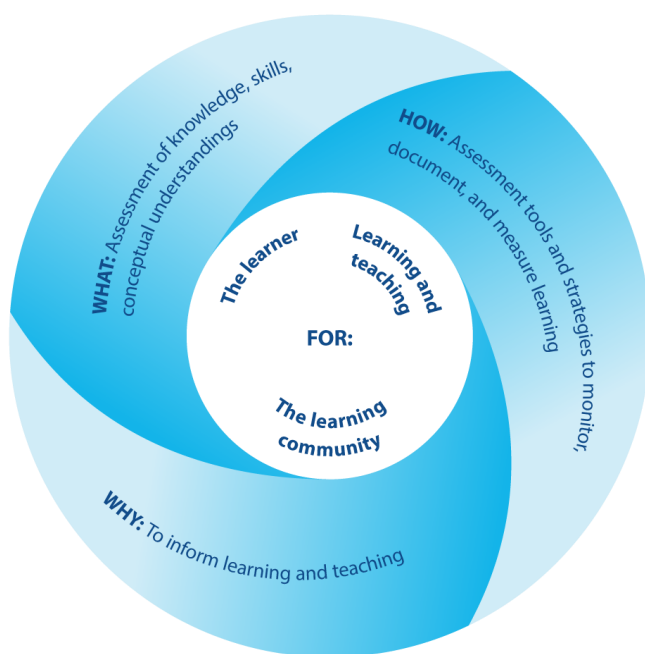
As a growing school community in the Celebration and the wider Orlando area and aligning to our mission statement, ongoing inquiry-based and dynamic assessment practices are at the core of our community teaching and learning. Our mission is to develop “inquiring, knowledgeable, and caring young people,” which is at the center of our mission as a community of learners.

Characteristics of assessment at Creation Village

A middle school student will experience a range of assessment types during assessment periods broken into **MYP units of inquiry**. Collaboratively planned units align with content and standards for the state of Florida combined with the **aims and objectives** of each of the eight subject groups of the MYP. These units are created and documented collaboratively by the faculty with coaching and guidance from the **MYP coordinator** and shared with the community on the school learning management system (LMS), **Toddle**. Assessment types are a range of activities and **authentic performances of understanding**. They include open-ended questions, observations, interviews, performance tasks, exhibitions and demonstrations, journals, teacher-created tests, written compositions, oral presentations, projects, self-and peer-evaluation, experiments, and, in some subjects, ongoing portfolios of student work. In MYP 3 (8th Grade),

¹ Creation Village Assessment Policy Primary Years Programme p.3

students will also complete a Community Project assessment as a culminating student experience in middle school.



The nature of MYP assessment

“MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. To provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace various assessment strategies”.² These assessment types include **summative and formative** assessments during each unit of inquiry.

Formative assessments are smaller chunks of work students complete in

classroom learning experiences. Teachers and students have various tasks, including peer and self-assessment, that evidence the progression of student learning aligned to each subject’s descriptor levels/assessment criteria. Teachers use these assessments holistically to help determine a student’s achievement using a “best-fit” approach.

Summative assessments are the culminating evidence of this learning progression and evaluate student achievement using the required published MYP subject group-specific assessment objectives criteria.

Externally Moderated Exams

Middle School students participate in the NWEA Map, a standardized Mathematics, Science, Reading, and Writing assessment. The faculty and pedagogical leadership team review the MAP scores through various lenses. Trends, success, and growth areas are noted for each student and align with their personal learning needs.

Culminating MYP assessment event: The Community Project

Students in MYP 3 (8th Grade) participate in an internally moderated project that builds on skills acquired in the PYP Exhibition. “The MYP community project supports raising awareness

² MYP From principles into practice, p.79

needs in the community, the application of approaches to learning (ATL) skills, the reflective nature of inquiry as the project progresses, and the language development required for an oral presentation as the culminating activity.”³

The emphasis is on experiential learning. Students in MYP 3 (8th Grade) are responsible for completing and reflecting on a significant piece of work through their stewardship time in the school day with guidance from school community members.

Reporting on assessment

Students receive reports every twelve weeks, published to the parent portal on Toddle.

Students, teachers, and parents can access a continuous flow of information regarding their ongoing progress using the Toddle portal.

Student-led conferencing occurs three times a year, with the first conference in middle school conducted in the first few weeks of the new academic year. Students guide the initial parent-teacher conference discussion, where they take ownership of their learning and create their learning objectives and intentions for the year.

Student achievement levels and grades

Students will receive frequent feedback on the Toddle portal with grades awarded using the IB 1-7 scale.

MYP Descriptor level (Subject Objective/ Criterion)	Percentage	IB grade descriptor
8	97-100	(IB7) Mode of four subject objectives total: 28-32 Produces high-quality, frequently innovative work. Communicates a 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.
7-8	93-96	
7	90-92	
6-7	87-89	(IB6) Mode of four subject objectives total: 24-27 Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in
6	83-86	
5-6	80-82	

³ Community project guide, p.5

		the familiar and unfamiliar classroom and real-world situations, often with independence.
5	77-79	(IB5) Mode of four subject objectives total: 19-23 Produces generally high-quality work. Communicates a secure understanding of concepts and contexts.
4-5	73-76	Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in the familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	70-72	(IB4) Mode of four subject objectives total: 15-18 Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in the familiar and unfamiliar classroom and real-world situations, often with independence.
3-4	67-69	(IB3) Mode of four subject objectives total: 10-14 Produces work of acceptable quality. Communicates a basic understanding of many concepts and contexts, with
3	63-66	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.
1-2	60-62	(IB2) Mode of four subject objectives total: 6-9 Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	50-59	(IB1) Mode of four subject objectives total: 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.

0	Student has not met any of the descriptors above or not turned in the work to the teacher for review.
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Effort descriptors

The International Baccalaureate grading scale is a numerical system from 7 (excellent) to 1 (very poor performance). Descriptor levels are reported throughout the year, with the 1-7 grade reported when all criterion have been assessed in a subject. In addition to a 1-7 grade, students at Creation Village also earn an effort descriptor.

The student's 1-7 grade is a direct measure of the student's competency in terms of the subject objectives with the aligned **approaches to learning** in each subject area of the MYP. The effort descriptor reflects the student's attitude, preparation, motivation, and learning focus.

Descriptor in alignment with the organization and affective self-management approaches to learning skills clusters	
Excellent	<ul style="list-style-type: none"> • Always on task/engaged with and focused on assigned work without teacher influence and may seek out additional learning opportunities beyond those immediately given in a lesson aligned to their stewardship time • Always exhibits a positive and respectful attitude towards community essential agreements and expectations • Always comes to class prepared in every way needed, and accomplishes this with no necessary outside monitoring needed, including completion of assignments on Toddle • Is always on time for class and ready to begin when the teacher is; whenever late, always has justification • Always practices a range of organizational and affective skills in their daily approaches to learning
Good	<ul style="list-style-type: none"> • Almost always on task/engaged with and focused on assigned work without teacher influence and occasionally seeks opportunities beyond those immediately given in a lesson aligned to their stewardship time • Almost always exhibits a positive and respectful attitude towards community essential agreements and expectations. • Almost always comes to class prepared in every way needed; accomplishes this with little to no outside monitoring needed, including completion of assignments on Toddle • Is almost always on time for class and ready to begin when the teacher is; whenever late, has some justification • Almost always practices a range of organizational and

	affective skills in their daily approaches to learning
Satisfactory	<ul style="list-style-type: none"> ● Is generally and satisfactorily on task/engaged with and focused on assigned work without undue teacher influence being necessary ● Generally exhibits a positive and respectful attitude towards community essential agreements and expectations ● Generally comes to class prepared in every way needed, and accomplishes this with no undue degree of outside monitoring needed, including completion of assignments on Toddle ● Is usually on time for class and ready to begin when the teacher is; whenever late it is somewhat justified ● Usually practices of organizational and affective skills in their daily approaches to learning
Developing	<ul style="list-style-type: none"> ● At times meets this criterion, is not often enough on task/engaged with and focused on assigned work without undue teacher influence being necessary ● At times meets this criterion, does not often exhibit a positive and respectful attitude towards community essential agreements and expectations ● Does not often enough come to class prepared in every way needed, and requires outside monitoring to make this happen to a reasonable degree, including completion of assignments on Toddle ● Is occasionally late for class and not ready to begin when the teacher is; whenever late, does not always justify with a reason ● Does not practice consistent of organizational and affective skills in their daily approaches to learning
Unacceptable	<ul style="list-style-type: none"> ● Rarely on task/engaged with and focused on assigned work even with teacher influence ● Rarely exhibits a positive and respectful attitude towards community essential agreements and expectations ● Rarely comes to class prepared in every way needed, even with outside monitoring. Does not complete or submit tasks assigned on Toddle ● Is regularly late for class and not ready to begin when the teacher is; whenever late, regularly does not justify with a reason ● Does not practice organizational and affective skills in their daily approaches to learning

Policy review

This policy will be reviewed annually with representatives from each part of our school community.