



Assessment Policy

Date of Last Revision: May 8, 2025

“Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Quality assessment consists of both formative and summative assessment.” (SD36, Learning by Design)

Philosophy of Assessment

At Johnston Heights Secondary School, assessment is integral to teaching and learning. Guided by the principles of the **IB Middle Years Programme (MYP)** and **Diploma Programme (DP)**, assessment is designed to support, encourage, and measure student learning in meaningful, authentic, and rigorous ways.

Assessment in the IB aims to:

- Support student learning through ongoing, meaningful feedback
- Inform and improve teaching practices
- Promote positive attitudes towards learning
- Encourage deep conceptual understanding through inquiry in real-world contexts
- Develop higher-order thinking, critical reflection, and academic integrity
- Prepare students for the demands of **external and internal assessment in the Diploma Programme**, including independent learning, time management, and formal examination readiness

In the **MYP**, assessment emphasizes **criterion-related evaluation**, conceptual understanding, and the development of Approaches to Learning (ATL) skills.

In the **DP**, assessment includes both **internal and external components**, focusing on:

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- Mastery of subject-specific knowledge and skills
- Application of concepts in unfamiliar contexts
- Analytical, evaluative, and reflective thinking
- Performance on externally assessed examinations and internally assessed coursework

Across both programmes, assessment is **criterion-related, holistic, and aligned with IB objectives**, ensuring that students are evaluated against clearly defined standards rather than in comparison with others. This approach supports a continuum of learning, enabling students to transition successfully from the MYP into the DP and beyond as independent, lifelong learners.

School ascribes to the Assessment Principles outlined as follows:

Assessment	Principle	Practice
Aims and Objectives	Criteria & Strands	Covering the 4 subject-based Criteria (Objectives) & corresponding Strands at least twice for each subject area Showing and explaining to students the skills, knowledge & understanding that will be assessed for each subject area
Inquiry	Statement of Inquiry Key Concepts & Related Concepts	Asking relevant & challenging questions that allow for assessment of how students think critically, creatively & reflectively (factual, conceptual & debatable questions) Providing students opportunities to demonstrate application of knowledge & problem-solving skills Offering a variety of options & formats for students to showcase their learning
Inclusive	Diversity, Differentiation & Equity MYP Policies: Assessment, Inclusive, International Minded & Language	Including BASES, ELL, Aboriginal, and any at-risk students Providing a number & variety of accessible assessment opportunities for all students to demonstrate their best level of learning
Formative	Learner Profiles Approaches to Learning	Gathering informal data to help students become better learners Shaping & re-shaping teaching based on students' learning needs Preparing students to be more successful on summative tasks

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Summative	Summative Task	Designing assessment tasks that allow all students to demonstrate their best level of learning. Collecting formal evidence to determine level of student achievement
Levels of Achievement	Criterion-Based & Rubric	Developing & providing clear language that describes to students what will be specifically assessed for each subject area. Developing & providing clear language that describes each level of achievement for each subject area. Criteria Levels: 0 to 8 Overall Level of Achievement: 0 to 7
Alignment	Horizontal & Vertical Alignment	Maintaining assessment consistency throughout individual subject areas by classroom & by grade levels Maintaining assessment consistency throughout the cross-curricular spectrum
Feedback	Teacher Comments	Providing regular verbal & written responses to students about their learning Highlighting students' strengths and areas to develop Offering specific recommendations about how students can reach the next level(s) of achievement
	Self & Peer Evaluation	Giving students opportunities to self-evaluate their learning.
Reflection		Getting students to assess both their process & product of learning Providing students opportunities to assess their peers' work
Trending	Final Assessment	Determining where the students' current Overall Level of Achievement (OLA) rather than where they were Considering students' performances holistically, through both formative and summative means Placing more importance on how students have improved rather than fixating on their deficiencies. Avoiding averaging students' performances on summative tasks
Reporting	Recording Achievement	Recording students' OLA in MyEdBC Recording students' level of achievement in regard to the ATLs in MyEdBC

We believe that all members of the school community should take responsibility for student achievement.

The rights and responsibilities associated with assessment lie with:

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Teachers:

- Design engaging and rigorous lessons and assessments
- Align assessments with MYP objectives/criteria, Ministry of BC's course-specific big ideas, and approaches to learning skills
- Work collaboratively to maintain consistent assessment practices through team alignment and standardization to ensure reliable results
- Receive support from colleagues, IB coordinators, and administration regarding assessment
- Provide students with clear task specific clarifications for summative assessments
- Providing students with timely and meaningful feedback about formative and summative tasks
- Provide opportunities for students to reflect on their course performance
- Use professional judgment to determine students' levels of achievement

Students:

- Actively participate in classroom learning
- Work with peers and teachers to develop knowledge and skills
- Perform their best efforts to demonstrate their skills and growth
- Ensure work is of their own creation and they use academic honesty
- Understand the Criterion and Learning Objectives for each subject
- Ask for assistance when needed
- Stay informed about their progress
- Reflect on their learning to foster growth

Administration:

- Provide time and resources for teachers to maintain the school's assessment policies
- Provide time for teachers to collaborate

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- Support a collaborative learning atmosphere for the entire school community
- Trust teachers' professional judgment for determining levels of achievement.
- Observe the teacher's progress and provide feedback
- Conduct MYP meetings and subject group meetings
- Provide opportunities for IB professional development workshops
- Arrange parent-teacher conferences

Parents and Guardians:

- Support their children's growth during their learning in the MYP program
- Understand the learning objectives and Criterion rubrics for each course
- Use the rubrics as a point of reference for discussing assessments with teachers, administrators, and their children
- Contact teachers with questions they may have regarding assessment or their child's progress in MYP
- Attend MYP parent night information sessions to stay informed about the MYP

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