Assessment Policy 2026-2027

All students in the province of British Columbia are governed by a BC Ministry of Education policy (Government of British Columbia, Student Reporting) and Abbotsford School District policies (Abbotsford School District) on student assessment. Additionally, within our Middle Years Programme, our assessment of the students, in their respective IB programme, is aligned with:

- MYP: Coordinator support material (https://resources.ibo.org/home)
- MYP: From principles into practice (https://resources.ibo.org/home)
- MYP: subject guides (https://resources.ibo.org/home).

Principles and Purpose of Assessment

Assessment at Abbotsford Middle School is an essential part of teaching and learning. It provides valuable feedback to teachers, students, and parents about students' learning, improves teaching and learning strategies, measures progress, and supports future learning. The aim of our assessments are to support and encourage student learning, promote inquiry-based learning opportunities, and develop the attributes of the IB Learner Profile.

Assessment supports the holistic nature of the programme through interdisciplinary teaching of content, skills, and international mindedness and adheres to the IB MYP criteria. Teaching and learning must be interactive and promote a deep understanding through authentic and performance-based assessments (McTighe).

Abbotsford Middle School is committed to providing quality learning opportunities to all students and assessing student achievement is an integral part of this focus. We recognize that timely, quality assessment influences student motivation and self-esteem. Assessment practices provide effective feedback to support self-evaluation, growth in Levels of Achievement and Approaches to Learning (ATL) skills. Assessments allow teachers to adjust instruction, allocate resources, and provide valuable feedback to parents and staff.

Policy

All assessments at AMS aim to improve student learning and achievement in relation to the BC Ministry of Education curriculum and the International Baccalaureate performance criteria. Teachers are responsible for using effective formative assessments to guide student learning and to maximize summative assessment results. The Heads of Schools are to ensure that teachers adhere to these expectations.

Guidelines

Formative and summative assessments are interconnected. Teachers use a variety of formative assessments with feedback and self-reflection opportunities to support summative tasks. These follow IB summative assessment expectations and Ministry of Education guidelines to help students reach their academic goals.

1. Teachers are trained in all relevant IB MYP programmes and subject guides.
2. Teachers attend professional development to support understanding of IB and BC curriculum expectations.
3. Teachers have clear learning targets, purpose, and task-specific criteria.
4. Teachers provide continuous formative assessment to demonstrate conceptual understanding.
5. Teachers will determine achievement levels based upon a variety of assessments, emphasizing summative assessments aligned with the BC's curriculum and IB's Performance Standards.
6. Teachers will consider the body of evidence, IB Performance Standards, and their professional judgment to determine final levels of achievement that are most accurate and representative of student achievement.

School and Classroom IB MYP Assessments

Assessment is a systematic gathering of information, with respect to the academic content and skills, about what students know, can do, and are working toward. Assessment should be continuous, collaborative, consultative, and based upon the most recent published MYP documents.

Assessments are integral to planning, delivery of curriculum, and implementation of instructional approaches to best meet students' needs, including necessary interventions. These assessments are used for the collection of varied and valid data aligned with BC curriculum and IB Performance Standards. Students are assessed using the 8-point criterion-referenced scale, with IB MYP grade descriptors used for reporting.

AMS teachers use MYP Year 1 assessment criteria for Year 1-2 and Year 3 criteria for Year 3. Teachers use the alignment of criterion with subject objectives to plan units and to measure and assess the level of students.

Students are provided with task-specific criteria and understand expectations for levels of achievement. This allows teachers to use professional judgment to select the achievement level to best describe the assessment. The MYP units reflect a range of assessments to ensure all students can show learning in a variety of ways.

Formative assessment is continuous and provides feedback for students to improve learning, develop reflection in learning, and support motivation and self-esteem. Formative assessments allow teachers to inform instruction and communicate achievements to parents. It includes peer and self-assessment opportunities.

Summative assessments are completed after formative assessment and teaching. Summative assessments are evaluated using IB criteria and task-specific descriptors, which are shared with students in advance. Student performance is measured using Levels Of Achievement (LOA) across four criterion areas on a 0-8 point scale. Teachers determine the level of achievement using a 'best fit' using the task-specific descriptors, supported by regular internal standardization to ensure consistency. Each strand of each criterion must be assessed a minimum of twice per academic year.

Achievement levels are reported on three formal report cards throughout the year. Students complete ATL Skills self-assessments in October, February, and June. The purpose of this self-assessment is to show development of students' ATL Self-Management (Affective) Skills throughout the year.

Recording and Reporting

Teachers keep a record of assessments, observations, and feedback to determine final achievement levels and guide future learning. The majority of MYP teachers use Toddle (www.toddleapp.com) to record students' formative and summative assessment results and share data where students and parents.

MYP Assessment methods and tools include:

- quizzes and exams (written, oral, practical)
- presentations, performance tasks, projects, and portfolios
- oral and written reports, compositions, questionnaires, journals, etc.
- ongoing formal and informal observations
- student self-assessments
- experiments, investigations, research

Assessment supports the curricular and philosophical goals of the programme by promoting effective classroom practices and student growth. Sharing assessment is essential to student development, enabling learners to engage with feedback, reflect on progress, and set goals. Assessment is communicated to students, parents, staff, and administrators in a variety of methods. These include:

- In-class feedback to students
- Email and phone communication
- Toddle – online classroom (www.toddleapp.com)
- Self-assessments in October, February, and June
- Formal report cards (three per year)
- Parent-teacher conferences (twice per year) and interviews as needed

Report cards include Levels of Achievement, descriptors, comments, and goal setting. IB achievement levels are converted to BC Proficiency Levels as required. Final reports include Overall Levels of Achievement (OLA), IB grades, and BC Proficiency Levels.

Assessment data is confidential, stored in student records, and reporting in accordance with the BC School Act. AMS uses an IB-MYP report card developed with MyEd report card program.

Term 1 and Term 2 report cards show current Levels of Achievement for assessed criteria and corresponding BC Proficiency Levels. The final report includes IB Achievement Levels and BC Proficiency Levels for each criterion, as well as an Overall Level of Achievement (OLA). The OLA is determined using the most consistent level of student performance across the four criteria (out of 32), informed by IB MYP grade boundaries (out of 7) and teacher professional judgment.

Final IB MYP achievement levels are converted to BC Proficiency Levels to meet Ministry requirements for the Permanent Student Record (PSR). Grade boundary descriptions are provided with final report cards.

MYP progress is communicated through report cards, parent conferences, and ongoing updates via Toddle. Reports include criterion-based achievement levels and comments aligned with the IB Learner Profile. Final reports also include the OLA, its descriptor, and the associated BC Proficiency Level.

MYP Community Project

The MYP Grade 8 (Year 3) students will participate in the community project exhibition, showcasing the community projects with Abbotsford Middle School students, staff, and parents.

The MYP Community Project is a culmination of MYP learning, focusing on service as action through sustained inquiry. Projects may be completed individually or in groups up to three students. All projects include service as action, a process journal, and a report (in-class presentation).

The MYP Community Project encourages students to explore rights and responsibility in the community and develop IB Learner Profile attributes, ATL skills, and independent learning through inquiry, action and reflection. (Community Project Guide. 2021). Students select from: Direct Service, Indirect Service, Advocacy, or Research.

Students are assessed using four criteria: A-Investigating; B-Planning; C-Taking Action; D-Reflecting.

Assessment is internally standardized by the team of Grade 8 classroom teachers and the MYP coordinator. Achievement levels are reported out on the Final report cards.

Responsibilities and Review

The primary responsibility for implementing and evaluating the assessment policy lies with the administration. The IB MYP Coordinator and MYP teachers support this process by providing feedback and recommendations. Policy review is a shared responsibility between the administration, coordinators, and teachers and occurs periodically or as needed.

Works Cited

"Administrative Procedure 304." *Abbotsford School District*, www.abbyschools.ca/administrative-procedures/AP304. Accessed 30 Apr. 2026.

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McTighe, Jay. *Assessing Student Learning by Design*. 1st ed., Association for Supervision and Curriculum Development, 2003.

"Student Reporting." *Government of British Columbia*, www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting. Accessed 30 Apr. 2026.