



ASSESSMENT POLICY

Philosophy and Purpose of Assessment

At Bishop David Motiuk Catholic Elementary and Junior High School, meaningful assessment is essential to student learning, growth, and well-being. Our assessment policy is shaped by the International Baccalaureate (IB) Programme Standards and Practices (2020 and beyond) and Edmonton Catholic School Division's Administrative Procedure 360: Assessment.

We believe the primary purpose of assessment is to gather clear evidence of student progress, guide responsive instruction, and empower all learners to take ownership of their growth. Assessment is understood as an ongoing, collaborative process that supports inquiry-based learning, nurtures the development of the IB Learner Profile and Approaches to Learning (ATL) skills, and fosters internationally minded, confident, and reflective learners.

This policy is designed to align with expectations of the IB, Alberta Education, and Edmonton Catholic Schools, ensuring that assessment practices are coherent, transparent, and responsive to both local and global standards.

Assessment Principles

Assessment at Bishop David Motiuk is guided by the following principles:

- **Alignment to Outcomes:** Assessment is purposefully planned to align with IB and Alberta Learning outcomes, grade-level standards, and the unique needs of each student.
- **Fairness, Equity, and Access:** All assessment practices are fair, consistent, accessible, and differentiated to remove barriers and support the success of every learner, in line with our Inclusion Policy.
- **Authenticity and Inquiry:** Assessments are designed to be meaningful, connected to real-world contexts, and promote inquiry-based learning.



- **Reliability and Consistency:** Teachers use collaborative moderation and shared criteria to ensure dependable, consistent results across classes and subjects.
 - **Transparency:** Students and families are informed of assessment criteria, processes, and expectations.
 - **Student Agency and Engagement:** Students are active participants in assessment—engaging in reflection, self-assessment, and goal-setting to drive their own progress.
 - **Academic Integrity:** Honesty and ethical conduct are expected and promoted in all assessment tasks.
 - **Growth and Improvement:** Assessment is used to inform teaching, foster student progress, and is regularly reviewed to ensure ongoing improvement for all learners.
 - **Clarity through Co-construction:** Teachers and students are working towards co-constructing learning goals and success criteria to support transparency, student agency, and engagement in the learning process.
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Assessment Types

- **Pre-assessment:** Identifies what students already know and can do before new learning begins.
- **Formative Assessment:** Provides ongoing feedback to help students improve learning and guides next instructional steps.
- **Summative Assessment:** Determines what students have learned at the end of a unit or period of learning.

ASSESSMENT PRACTICES IN THE PYP



Assessment in the Primary Years Programme (PYP) at Bishop David Motiuk School is an ongoing, inquiry-driven process that empowers students as active participants in their learning. Teachers use a variety of assessment strategies and tools to inform instruction, monitor and measure student learning, provide feedback, and celebrate growth throughout each unit of inquiry and across the learning process.

Assessment information is regularly shared with students and families through live updates on PowerSchool, report cards, student-led conferences, and ongoing classroom communication. Teachers provide timely feedback to help students reflect on their progress and set goals for future learning.

Type of Assessment	What It Looks Like	PYP Examples Used at BDM
Pre-Assessment	Identifies students' prior knowledge, interests, and learning needs at the start of a unit	Pre-assessment tasks, class discussions, KWL charts, entry tickets
Formative	Ongoing assessment that informs teaching and supports student growth during the learning process	Teacher observations, conferencing, process journals, student reflections, portfolios, peer and self-assessment, feedback conversations, checklists, exit slips
Summative	Measures what students have learned and understood at the end of a unit or inquiry cycle	Performance tasks, projects, presentations, rubrics, student-led conferences, Grade 5 Exhibition



ASSESSMENT PRACTICES & PROCEDURES IN THE MYP

Assessment in the MYP at Bishop David Motiuk is designed to support inquiry, develop ATL skills, and promote international mindedness. All assessment is criterion-referenced and supports student growth.

Type of Assessment	What It Looks Like	MYP Examples Used at BDM
Diagnostic (Pre-Assessment)	Gauges prior knowledge, skills, and interests before new learning	Entry slips, KWL charts, pre-unit surveys, mind maps, initial class discussions
Formative	Ongoing evidence and feedback to inform instruction and student growth	Exit slips, checks for understanding, in-class polls, drafts, peer/self-assessment, teacher feedback, learning journals, reflection prompts, practice presentations
Summative	Final evaluation of student learning, measured against IB MYP criteria	Projects, presentations, performance tasks, essays, reports, debates, visual or multimedia products, Community Project, portfolios, interdisciplinary tasks

MYP Assessment Practices: “Best Fit” and Criterion-Related Approach

- Assessment in the MYP at Bishop David Motiuk School follows the IB’s “best fit” approach.
- Student work will be assessed against subject-specific IB MYP criteria, not in comparison to other students.



- Each subject group has defined assessment criteria that specify the knowledge, understanding, and skills to be demonstrated.
- Each criterion is scored on an 8-point scale, divided into four bands:
 - Levels 1–2: Limited performance
 - Levels 3–4: Adequate performance
 - Levels 5–6: Substantial performance
 - Levels 7–8: Excellent performance
- Teachers use the band descriptors to determine the level that best represents a student's achievement for each assessment task.
- This method ensures that assessment is fair, transparent, and focused on demonstrated learning.

Teachers use the conversion table below to translate MYP criterion levels into percentage grades for reporting purposes. This ensures that all reported grades align with division and Alberta requirements while still reflecting IB standards. The conversion process is transparent and consistent, with clear communication to students and families. Regular collaboration among teachers—including assessment review and moderation—ensures that grading remains fair, reliable, and in keeping with both IB and division expectations. The IB Coordinator provides ongoing support and oversight to maintain this alignment.

School Developed Approach for Reporting MYP Grades on Powerschool

MYP Level (1–8)	Alberta Percentage Equivalent
8	100%
7	90%



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6	80%
5	70%
4	60%
3	50%
2	40%
1	< 40%

Feedback and Reporting for MYP

At Bishop David Motiuk, students receive timely, specific feedback after both formative and summative assessments to support reflection and ongoing growth. Teachers provide feedback through multiple channels—including comments in Google Classroom, directly on assignments, verbal feedback during class, and live updates in PowerSchool. Subject-area criterion achievement is reported directly in PowerSchool, so students and families can see current performance on each IB criterion (A, B, C, D) at any time. **Each MYP teacher uses every IB criterion for their subject at least twice per year, ensuring consistent and comprehensive assessment of student progress.** Progress and achievement are also communicated through report cards and conferences. This approach ensures that feedback is ongoing, accessible, and always linked to IB assessment standards, empowering students to understand their strengths and next steps.

Inclusion and Access Arrangements



Bishop David Motiuk School is committed to ensuring that all students can fully participate in learning and demonstrate their understanding during assessment. In alignment with IB policy and Alberta Education requirements, access arrangements and inclusive assessment practices are provided to reduce barriers and promote equity.

Assessment tasks may be adapted or supported through:

- **Extra time or chunking of tasks**
- **Assistive technology** (such as speech-to-text tools or screen readers)
- **Alternate formats** (e.g., enlarged text, coloured paper, oral instructions)
- **Human support** (such as a reader or scribe, where appropriate)
- **Organizational tools** (graphic organizers, checklists, visual scaffolds)

Access arrangements are not limited to assessment—they are consistent with supports used in everyday classroom learning and are based on evidence of student need (including IPPs, medical documentation, or teacher observation).

All access arrangements are:

- Regularly reviewed and updated as needed,
- Communicated clearly to students and families,
- Documented in student support plans or IPPs as appropriate.

These practices ensure that every learner at Bishop David Motiuk can engage in meaningful assessment, consistent with IB philosophy and our commitment to inclusive education.

Academic Integrity



Bishop David Motiuk School upholds the highest standards of academic integrity in all assessment practices. Students are expected to demonstrate honesty, responsibility, and ethical behavior in completing their work. Teachers explicitly teach and model academic honesty, including proper citation and authentic authorship. Any form of plagiarism, cheating, or misrepresentation is not tolerated and is addressed according to the school's Academic Honesty Policy. These expectations are communicated to students and families, and academic integrity is recognized as essential for building trust, fairness, and a culture of respect in our learning community.

Roles and Responsibilities in Assessment

Role	Responsibilities
School Leadership (Principal/Admin)	<ul style="list-style-type: none"> - Set the vision for assessment - Ensure alignment with IB and Alberta policies - Oversee policy implementation and review - Support professional development
IB Coordinator	<ul style="list-style-type: none"> - Guide the implementation of IB assessment practices - Provide ongoing training and support for teachers - Monitor consistency and policy adherence
Teachers	<ul style="list-style-type: none"> - Design and deliver assessments aligned with IB criteria and Alberta outcomes - Provide timely, specific feedback - Communicate achievement to students and families - Co-construct learning goals and success criteria with students - Adapt assessment for inclusion - Participate in moderation/standardization - Promote academic integrity
Students	<ul style="list-style-type: none"> - Engage actively in assessments - Reflect on feedback and set learning goals - Participate in Co-construction of learning goals and success criteria with students - Demonstrate academic honesty



	<ul style="list-style-type: none"> - Participate in self- and peer-assessment
Parents/Guardians	<ul style="list-style-type: none"> - Support student learning at home - Review feedback and assessment results - Communicate with teachers as needed - Encourage academic integrity
Support Staff	<ul style="list-style-type: none"> - Provide assessment accommodations (e.g., assistive technology, scribing) - Collaborate with teachers and students

Alignment with Alberta and Local Requirements

This assessment policy is designed to fully comply with Alberta Education regulations and Edmonton Catholic School Division procedures. All assessment and reporting practices at Bishop David Motiuk reflect both the expectations of the International Baccalaureate (IB) and the requirements of Alberta's Programs of Study. Student achievement is reported numerically in PowerSchool, and all required provincial assessments and standards are met. The policy is regularly reviewed to ensure continued alignment with any changes in division or provincial assessment and reporting expectations.

Differentiation of Instruction

Accommodations are made for students as necessary in order to assist students in achieving grade level outcomes. Accommodations could include adjustments such as additional time for tasks, assistive technologies, scribes or readers. Learning outcomes are not modified for students receiving accommodations. Accommodations must be discussed with parents

Some students require adapted programming in order to meet their specific learning needs. Adapted programming could include supports and/or modification of assignments or tasks in order to accommodate an individual student's needs, learning style, preference or pace. For students on adapted programming, it is possible that some assignments would be omitted in determining the final grade. Scale factors could also be used to determine the weight of individual assignments. Students using adapted programs must have an Individual Program



Plan (IPP) in place. IPPs are developed at the beginning of the school year and are reviewed at regular intervals. Adapted programming is indicated on the student report card.

EAL programming

English as Additional Language Learners (EAL) who are not working at grade level may be placed on adapted programs. This is indicated on report cards. Students placed on adapted programs must have an Individual Program Plan (IPP). Key learner outcomes for these students may be modified and they receive differentiated instruction. Teachers will differentiate their instruction in order to ensure that students are successful. For example, ELL students can hardly be expected to respond in the same way as other students if they have little or no language in which to respond. In differentiated instruction, students provide evidence of their learning in a variety of ways.

Policy review cycle

All school policies, including the Assessment Policy, are formally reviewed every three years or in alignment with the IB programme evaluation cycle. The policies continue to be working documents as reviews may also occur sooner in response to changes in IB requirements, shifts in student demographics, or updates to provincial curriculum frameworks such as Alberta Education. Regular review ensures that policies remain relevant, inclusive, and aligned with IB philosophy. The review process involves a policy committee in collaboration with coordinators, teaching staff, and school leadership, with input from students and families where appropriate.