



MYP ASSESSMENT POLICY

AIS VISION

A community fostering respect, leadership, and empathy through interculturalism and the joy of learning.

AIS MISSION

Through a rigorous, trilingual program, we fuel inquiry and inspire each other to develop critical thinking skills in a community where curiosity is valued, adventurousness is encouraged, and diversity is honored.

INTRODUCTION

Austin International School is an authorized IB World School for the Middle Years Programme. These are schools that share a common philosophy—a commitment to high-quality, challenging, international education that Austin International School believes is important for our students.

OUR ASSESSMENT POLICY

Austin International School (AIS) is dedicated to fostering academic excellence and holistic development within the framework of the International Baccalaureate Middle Years Programme (MYP). As a trilingual institution committed to promoting multilingualism, cultural understanding, and critical thinking skills, our assessment practices align with the principles and objectives of the MYP. This Assessment Policy serves as a guide for ensuring fair, transparent, and rigorous assessment practices that support student learning and growth.

PRINCIPLES:

1. **Alignment with MYP Objectives:** Assessment practices at AIS are aligned with the aims and objectives of the MYP, emphasizing the development of conceptual understanding, inquiry skills, intercultural awareness, and global perspectives. Assessments are designed to evaluate students' attainment of MYP subject-specific objectives and the development of Approaches to Learning (ATL) skills.
2. **Authentic Assessment:** AIS values authentic assessment practices that mirror real-world contexts and challenges, fostering students' ability to apply knowledge, skills, and concepts to authentic tasks and situations. Authentic assessments include performance tasks, projects, presentations, and other meaningful tasks that promote deep understanding and application of learning.
3. **Fairness and Equity:** Assessment practices at AIS are guided by principles of fairness, equity, and inclusivity. Assessments are designed to accommodate diverse

learning needs, linguistic backgrounds, and cultural perspectives, ensuring that all students have equitable opportunities to demonstrate their understanding and skills.

4. **Feedback and Reflection:** AIS emphasizes the importance of timely, constructive feedback as an integral component of the assessment process. Feedback is provided to students regularly to support their ongoing learning and growth. Additionally, opportunities for self-assessment and reflection are integrated into the assessment process to promote metacognition and student agency.

5. **Continuous Improvement:** AIS is committed to continuous improvement in assessment practices through ongoing reflection, evaluation, and professional development. We regularly review and refine our assessment strategies to ensure their effectiveness in promoting student learning, engagement, and achievement.

GUIDELINES:

1. **Assessment Criteria:** AIS utilizes the MYP assessment criteria to guide the development, implementation, and evaluation of assessments across all subject areas. The four specific MYP criteria for each subject serve as the foundation for assessing student achievement and growth based on the descriptors provided for each subject. The criteria incorporate AEFE and Common Core standards to assess the student's progress.

2. **Balance of Assessment Types:** AIS employs a balanced approach to assessment, incorporating a variety of assessment types to provide a comprehensive view of student learning. Assessment types may include diagnostic assessments, formative assessments, summative assessments, criterion-referenced assessments, performance-based assessments, and peer and self-assessments.

3. **Use of Multiple Measures:** AIS recognizes the value of using multiple measures of assessment to capture the complexity of student learning and achievement. In addition to traditional assessments such as tests and quizzes, assessments will include student portfolios, projects, presentations, performances, discussions, and exhibitions of learning.

4. **Language Assessment:** As a trilingual school, AIS acknowledges the importance of assessing student learning in multiple languages. Assessments are provided in students' language(s) of instruction, allowing them to demonstrate their understanding and proficiency effectively. Language support is provided as needed to ensure that language proficiency does not impede assessment outcomes. Additionally, AIS offers optional official language exam opportunities with the DELF exam for French and the DELE exam for Spanish.

5. **Feedback and Reporting:** AIS prioritizes timely, specific, and constructive feedback to support student learning and growth. Teachers provide feedback that is actionable, highlighting strengths and areas for improvement. Additionally, AIS communicates assessment results to students and parents/guardians through clear, transparent reporting mechanisms, four times during the school year that provide insights into students' progress, achievements, and areas for development.

6. **Academic Integrity:** AIS upholds the principles of academic integrity and honesty in all assessment practices. Students are expected to submit their own work and to acknowledge sources appropriately. Teachers promote academic honesty through education, modeling, and the establishment of clear expectations for ethical behavior.

GRADING:

For Middle School progress reports and report cards, the French grading scale is used along with the letter grade equivalent shown in the table below.

French Grading Scale	American Grading Scale Equivalent	Letter Grade Equivalent	MYP Grade*
14.00-20.00	90-100	A (Very good)	6-7
10.5-13.9	80-89	B (Good)	5-6
7.5-10.4	70-79	C (Satisfactory)	4-5
6.0-7.4	60-69	D (Poor)	2-3
5.9-0	Below 60	F (Failing)	1

*For students in MYP 1 and 2 (6th and 7th grade), the MYP grade will also be reflected.

Austin International School is committed to fostering rigorous, equitable, and meaningful assessment practices within the International Baccalaureate Middle Years Programme. By adhering to the principles of alignment, authenticity, fairness, feedback, and



MYP ASSESSMENT POLICY

continuous improvement outlined in this policy, we aim to cultivate a culture of excellence and inquiry that empowers students to become reflective, lifelong learners and responsible global citizens. Through collaborative efforts and a commitment to best practices in assessment, AIS strives to support the academic success and holistic development of all students in a trilingual and multicultural context.

POLICY DOCUMENTATION

Review process. The AIS MYP Assessment Policy is a living document and will be reviewed periodically to reflect current practices in the school, international best practices for Assessment, and other practices required by the government or accrediting agencies. The policy was first drafted on February 12, 2024. Contributions to this policy include:

- Head of School (Ariane Baer-Harper)
- MYP Coordinator (Claudine Escobar-Durand)
- US Principal (Lara Schupack)
- IB Teachers