

Assessment Policy

September 2022

Philosophy

At the ISE secondary school assessment is integral to the learning process; it supports and informs teaching and learning. Our curriculum emphasizes conceptual understanding, skill development, global awareness, taking action, service for others, and a capacity for creativity. Assessment is designed to provide feedback not only on learning outcomes, but also on the thinking strategies and processes that lead to these outcomes. Assessment is continuous and is based on learning objectives that provide students, parents and others with meaningful and relevant information on where the students are in their learning. Assessment is varied, valid and reliable, allowing students to demonstrate progress and achievement within each subject.

Aims

- To create assessments within the ISE to maximize progress and enable all students to become independent learners
- To create assessments that involve an understanding of the formative process, when we ask what, why, when and where students learn
- To create summative tasks that recognise what students have learned
- To ensure that assessment is integral to planning, teaching and learning
- To provide student centred learning
- To guide our planning and instruction to support and enhance student learning, rather than to award a grade

Assessment principles

Our assessment practice:

- provides the student, teachers and parents with feedback to support and develop learning;
- aims to be meaningful and authentic, in the context of the student's learning experience, encouraging international mindedness;
- is planned and purposeful;
- aims to allow students to demonstrate synthesis and application of their learning;
- takes a holistic approach to every student, taking into consideration individual needs;
- considers process and content and not merely memorisation of facts;
- is integral to learning and teaching;
- is fair and reliable in drawing conclusions based on a range of evidence from a wide range of tasks and activities;
- identifies individual strengths as well as challenges to inform teaching and learning;
- is transparent, in that students are made aware of and are familiar with the assessment criteria and they know in advance what is expected;
- provides students with as many opportunities of different types of assessment as possible.

Written by representatives from the Curriculum Team, Secondary teachers, and support staff; MR approval date (under review)

Formative assessment

Formative assessment (assessment for learning) is used to monitor students developing understanding and abilities throughout the programme. Formative assessment comes in a variety of formats that allow students to practice their understanding and inform both teacher and student of their progress. Examples of formative assessment include but are not limited to self and peer assessment, quizzes, class discussions, home learning, reflection, essay plans and drafts.

Summative assessment

Summative assessment (assessment of learning) is designed to provide evidence for evaluating student achievement in that moment. Levels are a reflection of student attainment under constraints of the task and not an overall evaluation of who they are as a learner. Examples of summative assessment include but are not limited to Diploma internal assessments, investigations, lab reports, past paper questions, tests, evaluations, exams, product designs, oral presentations and performances.

Common Assessment Practices

- The IB grade descriptors are used to determine students' progress.
- Assessment criteria are presented to the students with the task.
- Home learning supports and reinforces student learning done in class and informs the teaching and planning.
- The variety of assessment tasks include a balance of Approaches to Teaching and Learning skills (thinking, communication, social, self management and research).
- Tasks incorporate multiple learning objectives when appropriate and are varied in scope.
- Students engage in self-assessment and peer-assessment activities.
- Tasks are assessed as promptly as possible taking into account the nature of the task in order to provide timely feedback to students.
- Measuring of a student's performance through summative tasks are recorded in Managebac.
- Feedback on summative assessment tasks will always be recorded on ManageBac with either the feedback or an indication of where feedback has been given
- Internal standardisation of tasks and moderation of work within subject areas takes place to ensure consistency of assessment and expectations.
- Accommodations are made for ELL students, and students who are having difficulties and need learning support.
- Tasks are designed to allow for the demonstration of higher order understanding, while being accessible to all students.
- An assessment task can be any task that provides the student with an opportunity to develop and demonstrate knowledge, understanding and skills which are the objectives of a specific subject group.

MYP-Specific Practices

- The “best fit approach” is used to award the achievement level for each student. Where it is not clearly evident which overall level should be awarded, teachers use their judgement to select the level that best matches the student's work.
- Teachers use the published IB criteria relevant to year the different year groups or phases (phase 1-6 in language acquisition). We use the Year 1 rubric for MP1, Year 2 rubric for MP2 and MP3, and Year 5 rubric for MP4 and MP5. Teachers are allowed to adapt the wording of the criteria (apart from the bolded command terms) to support the MP1-4 students; the criteria for MP5 must be left unchanged.

- All subject criteria are assessed on a 1-8 scale. Generally, a 1-2 means that a student is beginning to understand a task; a 3-4 means that the student is still developing their understanding; a 5-6 means that a student has shown proficiency in a task; and a 7-8 means that a student has been exemplary and gone beyond expectations in a task.
- In line with the IBMYP policy on Assessment, all MYP students will be assessed on all strands of each criteria at least twice over the course of the year in order to demonstrate their learning.
- At the end of each term, the students' "best fit" score in each criteria is added up to produce an overall score out of 32 that corresponds to the IB Grade Boundaries and the overall description for the student's level of learning. See Appendix.
- Reporting takes place over two terms in the school year. By the end of each term, students should have been assessed on each criterion at least once to determine a full report. The end-of-year or "final" report for the year level should include assessments conducted over the whole year in order to ensure that the final awarding of assessment level for the year reflects at least two data points per criteria. Exceptions may be made for new students, ELL students still gaining language proficiency, and students transitioning between classes.
- Students have five years to develop their proficiency in the MYP Curriculum. In MP5, students complete their MYP year with a number of components, including the Personal Project, Service as Action requirement, and eAssessment(s), and are expected to achieve at least 24 points across six core subjects (minus the Personal Project) in order to "pass" the MYP Programme.
- In order to transition to the Diploma Programme, MP5 students must show overall proficiency on their Term 1 report and produce a subject package in order to be considered for the Diploma Programme. Note that a "pass" in the MYP does not automatically mean entry to the DP as the requirements are separate. See the DP Transition website for more information.
- Home learning is assigned in order to support students in their skill development in preparation for assessment. See the School Guide for specific length of time recommended at each grade level.
- In general, task deadlines should be set in the lessons; they should not be set after school or on weekends as much as possible. Individual exceptions will be granted at the discretion of the teacher.
- Summative assessment deadlines should not be set before exam weeks (for MP5).
- All MP5 students will participate in two exam weeks, mid-year and end-of-year, in order to prepare them for the experience in higher education. The exams themselves will be normal MYP assessments, the format of which will be determined as suits each subject.
- If a student will miss an assessment for any reason, it is their responsibility to contact the teacher, preferably 24 hours in advance. It is at the teacher's discretion to allow an extension or to plan a new deadline if the task is to be completed in school. Please refer to the [Missed Deadline Procedure](#) for unexcused missed deadlines.
- While teaching strategies and content might differ across classes, students in different sections across a subject are expected to take common assessments based on conceptual understanding that have been standardized by the department.
- Standardization is a common practice across all subject groups and disciplines, especially in MP1-4. In MP5, students additionally have moderated components by the IB to ensure teaching and learning standards have been met.
- All MYP students are expected to abide by the school's expectation for Academic Integrity. See the [Academic Integrity Policy](#) for more information.

DP-Specific Practices

- Expectations of assessment in the Diploma Programme reflect the subject specific criteria. The subject guide informs the nature of assessment for each subject and should be accessible to all teachers and students.
- Assessment measures students' knowledge and understanding, and the extent to which the students have mastered a range of skills.
- Final exams take place at the end of the second year of the programme and are externally assessed.
- In the Diploma Programme there is both external as well as internal assessment. The Theory of Knowledge essay, the Extended Essay and HL group 1 essays are externally assessed.
- Internal assessment takes place throughout the programme, is internally assessed and externally moderated.
- All students are provided with an assessment calendar of deadlines that aims to balance the necessary assessments throughout the two years, taking student well-being in consideration.
- Standardisation of assessment within subject teams takes place regularly.
- The weighting of the different components and assignments in the recording of the grades in Managebac, either formative or summative, reasonably aligns with the IB expectations. Formative grades are not included in the overall cumulative grades.
- The most recently available IB grade boundaries are taken into consideration when setting up classes in Managebac.
- Assessment and the reporting of grades in the Diploma Programme is accumulative.
- Accurate cumulative grades are determined with consideration to the weighted average on Managebac, IB grade descriptors and the teacher's professional judgment of the student's ability.
- Assessments deadlines should not be set during the week prior to formal examination periods (i.e: assessment week and mock exam fortnight).
- Mock examinations are organised in February/March in DP2 for a period of two weeks in order to reflect the nature of the final examinations in terms of number and duration of papers per subject.
- Promotion to DP2 is subject to a decision made by the student and curriculum teams, based on specific criteria, such as reaching a minimum of points, as outlined on the school guide, which is regularly revised.

Assessment Criteria & Objectives

Please refer to ManageBac or to the student's reports to see the latest assessment criteria and objectives from the IB for each subject.

Reporting

Students receive four reports over the course of a year; two progress reports and two full reports with data for all criteria. As an open gradebook, parents and students are also encouraged to use ManageBac to track their learning progress.

Academic Integrity

Academic integrity is an integral part of the IB Learner Profile. All IB students are expected to be principled in completing their assessments for the benefit of both our academic community and the larger community in the world beyond. See our Academic Integrity Policy for more information.

Missed Deadlines

Students are expected to complete all of their work by the deadline, unless there are exceptional circumstances as confirmed by the subject teacher, student team, and/or parents. In the case of a missed deadline, a series of actions will be taken to document the incident and support the student in an age-appropriate manner in developing better approaches to their learning to avoid future missed deadlines. Please refer to the Missed Deadline Procedure for unexcused missed deadlines.

Differentiation & Inclusion

Our teaching and learning aims to provide developmentally appropriate teaching through our Primary, IBMYP and IBDP programmes, and to differentiate for the learning needs of all our students. Differentiation is a key requirement of IB unit planning, and aims to support our wide range of learners, including our English Language Learners (ELL) and students with educational needs.

Furthermore, inclusive arrangements are guaranteed to students with Learning Needs by the IB. Accommodations for learning can include but are not limited to extra time, access to a word processor, text-speech and speech-text assistive technology, access to a four function calculator, and scribes. Teachers will use these accommodations in the classroom in accordance with a student's learning passport (LP) as determined by the Student Support Department.

Accommodations on exams must be approved by the IB in accordance with their requirements for Inclusive Access to exams.

See the DEIJ policy and the Student Support policy for more information about Inclusion in our school.

Monitoring and Evaluation

This policy is monitored and updated on a yearly basis by representatives of the Secondary Curriculum Team, Student Team, and Subject Teachers, where appropriate. It has been made available to our school community to ensure consistency and transparency.

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