



# ASSESSMENT POLICY

## January 2017

### ESIB Assessment philosophy

- Assessment forms an **integral** aspect of teaching and learning. It calls for critical and creative thinking. Assessment aims to balance **valid** measurement with **reliable** results (Cf: Diploma Programme assessment Principles and practice). As an essential part of the teaching and learning process, assessment is used to promote student learning: school assessment aims at evaluating student performance regularly so as to allow teachers/educators to support and enhance student learning and progress, in an environment that fosters lifelong learning while encouraging critical thinking. ESIB believes in continuous improvement of student achievement through self-reflection and skill acquisition leading the student to self-attainment.

## Contents

Page	
3	Reasons for a policy on assessment
3	Who is the policy for?
3	Why do we assess?
3	How do we assess?
4	Who is doing the assessment and what types of assessment?
4	How do we know that assessments are valid and reliable?
5	When do we report the results of assessment?
5	How do we report the results of assessment?
5	What do we do with the results of assessment?
6	Home Assignments at ESIB
8	Deadlines and Zero grades at ESIB
10	Grade Level Exit Criteria
11	Appendix A Brief Guidelines for Admin, teachers, students and parents
12	Appendix B End-of-Year Assessments
13	Appendix C Assessment in the future
17	Appendix D MYP types of assessment strategies and tasks
	Appendix E PYP types of assessment strategies and tasks
18	Appendix E Learning outside the classroom - How to use home assignments to become a better learner.
19	Appendix F Reflection on Assessment and Reflection on the Assessment Policy

### **Reasons for a policy on assessment and Programme evaluation**

The main reason for having an assessment policy is to create a reference point on assessment for all members of the ESIB learning community. It has been created to serve as a:

- Guide to assessment philosophy, standards and practices at ESIB for all members of the learning community in the interests of student learning.
- A discussion document to be reflected upon continually and reviewed periodically.

### **Who is the policy for?**

This assessment policy is an open document for the whole of the learning community of ESIB - students, staff, parents and board.

### **Why do we assess?**

- To guide student learning and to help students develop into the best learners they can be by becoming robust, proactive, independent, internationally-minded, lifelong learners.
- To inform students, teachers, parents, school administrators and relevant external agencies about the 'student-as-learner' and their progress and achievement with respect to grade-level learning outcomes.
- To inform teachers and programme leaders about the courses they are responsible for designing and to allow for reflection on and revision of course design and delivery.

### **How do we assess?**

- Assessment at ESIB is holistic in nature and aims to assess and help develop the whole child.
- Assessment is always designed and executed with the development of the 'student-as-learner' in mind.
- Design of assessment occurs during the topic-planning process (backward design) with the learning outcomes in mind.
- Assessments allow students to be assessed against the prescribed criteria and with clear respect to the grade-level objectives.
- Assessments are when required designed and executed with sensitivity to differences amongst children (e.g. age, development, culture, gender, linguistic, racial, class, medical and learning differences).
- Assessments are varied but balanced allowing students a variety of ways to show their learning but allow the practice of important methods of assessment such as essays and tests.
- Topics are designed and sequenced such that assessment of material does not become incrementally more difficult as the year progresses.
- All summative assessment at ESIB is criterion-based with the criteria shared with and understood by the students prior to assessment.
- Assessments should be set at an appropriate level for the grade. No assessment should be so difficult or so easy as to be worthless.

## Ways of assessing

There are many ways to use assessment as a reflective tool to aid the learner and those who can help the learner develop holistically. Therefore, students can expect to undergo:

- **Self Assessment** - where students assess their own learning. This is often backed up with the teacher making an assessment and discussing the two assessments together.
- **Peer Assessment** - where students are encouraged to support each other and their own learning by assessing the learning of their peers. Again teacher assessment is often used to act as a discussion point.
- **Informal Assessment** - practice assessments (helping the student become used to a particular assessment task or as a means of reflection on learning); pre-assessments (assessing what students know and can do before teaching so as to adjust courses to students' abilities and address misconceptions).
- **Formal Assessment** (used as summative assessment as well as for formative reasons) - various assessment tasks used to allow students to communicate their knowledge, understanding, skills and attributes against previously seen established criteria.
- **External Assessments** - There are currently no external assessments run by ESIB during the PYP years. MYP students can participate in e-assessment on voluntary basis. DP final assessments in every subject are done externally and Diploma scores are calculated by the external examiners as well.

**Note:** At ESIB all assessment is to be considered formative i.e. a learning experience, reflection upon which can improve the 'student-as-learner'.

*For more on Types of Assessment Strategies and Tasks see Appendix D*

## How do we know that assessments are valid, reliable and varied?

- Assessments are aligned with established PYP/MYP/DP objectives in each course (objectives produced by IBO)
- Teachers assess against established criteria
- Departments collaborate to create assessment tasks and to standardize assessed assignments
- DP assessments are done according to the criteria and rubrics given in every subject standard and "Subject reports" published on OCC is the support to clarify assessments.
- Reflection on the moderator's report on Personal Project and e-assessment assignments submitted for moderation in grade ten.
- Students will know that an assessment is appropriate by understanding the criteria, rubrics and guidelines or by having created their own exemplars with the help of their teachers.

**When do we report the results of assessment?**

Semester 1		Semester 2	
October	December	April	June
Teachers report with comments and current achievement level	Teachers report on summative grades and comments PYP (no grades)	Teachers report with comments and current achievement level	Teachers report on summative grades and comments PYP
Student-parent-teacher conferences	<b>Full report</b> to students and parents	Student-parent-teacher conferences	<b>Full report</b> to students and parents
<b>Throughout the year:</b>			
Students and Parents may request an update of progress at any time			
Head/DP/MYP/PYP Coordinator may request an update on student progress at any time			

**How do we report the results of assessment?**

- Students and parents are provided with access to their personal assessment record via Managebac in which the achievement levels are recorded after summative assessment.
- Course Georgian for beginners which lie outside the IB MYP - subjects such as languages which are not formally offered by ESIB but are included as part of a student’s study are currently not assessed using MYP procedures. Reports from these subjects are in the form of a written course description and a student progress statement by the teacher concerned.

**What do we do with the results of assessment?**

- Students and teachers should see all assessment as an opportunity to reflect on a range of issues such as - the student as learner; the teacher as facilitator/instructor/assessment/unit designer, etc.

**In PYP**

One way of keeping track of assessment in PYP is portfolio with a student’s works. Students present their portfolios to the parents and teachers during the three-way conferences twice a year. At the end of the academic year students take their portfolios home. Students choose what works to put in their portfolios and they give comment about why they have chosen the particular piece. Record keeping is done using Managebac.

**In MYP**

- Teachers collect the achievement levels generated by summative assessments award the achievement level best corresponding to the students’ proven ability for that reporting period using Managebac.
- The achievement levels are totaled and a final 1-7 grade awarded via grade-level boundaries in Managebac.

Grade	Descriptor
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation are shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of</b>

	<b>high quality.</b>
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation are shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis, and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis, and evaluation.
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b>
1	<b>Minimal</b> achievement in terms of the objectives.

**In DP**

- Teachers collect assessment grades from the assessment tasks set and follow the same processes for ascertaining the final grades as outlined in their subject guide. A grade of 1 - 7 is awarded and a breakdown of the components of that award is reported in Managebac.

**For all students**

- At the end of each semester, assessment data is analyzed to identify students who may:
  - o potentially fall below exit criteria levels
  - o be underachieving at any level
  - o have weaknesses in certain areas (either in one or two subjects or in certain criteria across subjects)
- Students and parents are shown how to read reports to detect weak areas and reflect on ways to improve at parent-teacher-student conferences

**Home Assignments at ESIB**

**Overview:** Tasks set for students to do as home study are part of education at ESIB in order to help students become better learners through their exploration and experiences with the subjects that we teach here. Students should engage with these tasks in order to become better learners and better students of the subjects at hand.

### The purpose of home assignments

Learning activities set as home assignments will have one or all of the following functions:

- To help students learn through practicing, to consolidate learning, skills and strategies taught in the class. To help students develop skills needed for independent and collaborative learning
- To help students develop the dispositions or habits of life-long learners

### *Illustrative examples:*

- To help students learn through practicing what they have seen in class  
*For example by giving exercises that help reinforce what they have learnt in class such as new vocabulary, grammatical rules, maths strategies, reading around a subject, reflecting and summarizing what they have learnt in class by writing in process journals, writing short passages, etc*
- To help students develop skills needed for independent and collaborative learning  
*For example, by organizing themselves to devise, plan, research, draft and finalize an essay, lab report or presentation or to complete a project by collaborating effectively with others.*
- To help students develop the dispositions or habits of life-long learners  
*For example, by reflecting on their learning, identifying where they need to improve and study more effectively; by devising their own projects to help themselves develop the skills and disposition of real learners; to use their own time to research, investigate and to explore areas around the learning done at school. This could be through open-ended tasks suggested by the teacher or the students themselves.*

*For ideas relating home assignments to the Learner Profile see Appendix E*

### Home assignments and learning at home

Home assignments should, on average, not take up all the time a young person has at home. In PYP it is important to link the classroom and pupil's home. The recommended time can be found in the PYP homework policy. In fact (for all programmes PYP, MYP, DP), it is important that young people have time to pursue other types of learning such as exploring subjects and topics they are interested in, developing social skills, reading for pleasure, pursuing sports and other physical activities, taking part in community service, arts programmes and physical activities such as sports and health programmes. As young people grow older they need more time for thinking and relaxation. It is therefore very important that young people are encouraged to form habits of organization which will allow them to complete all necessary activities without becoming run down and over tired. Students and parents are informed about homework requirements and deadlines through Managebac and through informative meetings?

**All students have something to do.** If a child arrives home and reports that they have no assignments then they should by habit spend the recommended time to read around their subject, review and interact with the notes they have from lessons, prepare for coming topics and research areas of interest or difficulty.

**Assessment:** All home assignments which are to be assessed for a grade (summative assessments) must be done by the student alone (this is relevant for MYP and DP only). In the case of group-assignments the students involved are responsible for making it clear which parts of the assignments were whose responsibility and whose doing.

**Plagiarism:** All forms of plagiarism are not tolerated at ESIB. Plagiarism is defined as: Taking ideas, passages, pictures, etc from another source (book, website, classmate, parent) without referring to the source. MLA is considered as appropriate referencing style in ESIB. The reasons for plagiarism not being acceptable are thus:

- It is theft
- Without seeing the student's real efforts, the teacher and the students themselves, cannot find where the areas for improvement lie.

Students often do not understand the serious nature of plagiarism and need to be taught why this is not acceptable and how to incorporate the ideas and work of others in their own assignments. The community should know the consequences of plagiarizing when submitting assignments to the IBO.

**Controls:** Just as students and parents should make every effort to make sure that plagiarism does not occur, teachers must also encourage students to hand in their own efforts. Teachers must also be vigilant and on the look-out for plagiarism in all its forms. Teachers should also ensure that they are setting a good example by referencing the material they use.

Students should be aware that teachers may be using a variety of methods for detecting plagiarism (*See Academic Honesty Policy*).

## **Deadlines and Zero Grades at ESIB**

### **Home assignments**

Through the year teachers will set assignments for completion outside class time. When a home assignment is set, the teacher will set a deadline for the completion of that assignment. The deadline is either accepted and agreed on by the class or adjusted through negotiation to move to another reasonable date. Every Change is documented on ManageBac. Completion of home assignments will have an influence on student grades (see below).

### **Summative assessments**

Similarly, a teacher will set summative assignments which will directly affect the grade of the student. The teacher will announce when these will happen (or when the deadline for them will be) well ahead of time (at least a week before in the case of 'tests' or in-class assessments) and again, students will agree (or negotiate with teachers if necessary) with the timing. Projects, essays or other extended assignments may involve the teacher setting interim deadlines for the submission of drafts or sections of the assignment on ManageBac.

### **Meeting deadlines**

Meeting deadlines is an important ability for all people in society. Developing this ability is therefore taken very seriously at ESIB.

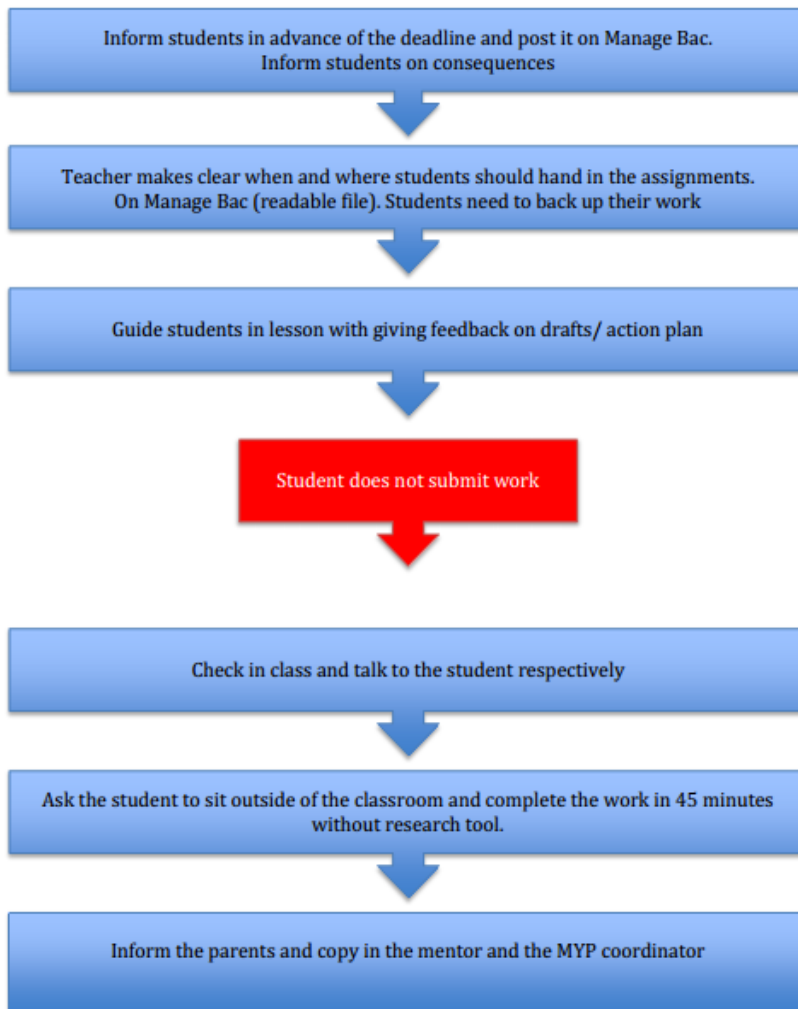
### **Not meeting deadlines.**



Students are expected to make every effort to meet the agreed deadlines. If a student knows that it will be impossible, they must inform the teacher immediately and organize a handwritten, signed note from their parents explaining the problem. In emergencies, parents should send a note to the teacher or send an email followed by a note. These notes will be recorded in the student’s file in the office.

**MYP – Keeping deadlines**

It is important to guide the students before the deadline:



**What happens if a deadline is not met?**

**MYP**

When a student does not meet a deadline, this may affect the grade unless the student can prove that not meeting the deadline was out of his/her control (note from parent- see above). If the student does not have this notified reason, they must inform the teacher that the assignment will

be given or sent to them within the next two days after the deadline. If they can hand in the assignment in those two days, their assignment will be graded and the grade will be recorded thus:

Essay on Genetics	This is the assessed assignment
4 (late)	The grade 4 will count as normal. The “late” will be taken into account if a student is between two grades at the end of an assessment period.

If the student does not hand in the assignment after two days, they will get a second chance to hand in the assignment. Then the assignment will be graded, but the level will not be directly considered in determining the final grade.

Students have a responsibility to make sure that they have 2 assessments against each of the criteria per semester. If for reasons out of their control (i.e. illness) they were unable to achieve this, the teacher will set an additional assignment for this student. If the student fails to have enough assessments because of not meeting the deadline or extended deadlines, then an ‘N/A’ will be awarded which will mean no grade for that subject. An explanation for this will be included in the student’s report. At the end of a school year an N/A subject counts like a two. If the student can still meet the exit criteria (see next section) for this year, then they will be promoted in the next grade level. If they fail to meet the requirements, they will have to repeat the year.

**DP**

If DP student does not submit the home assignments on time, he/she gets zero, which is reported on Managebac as well, in that task unless there is a serious argument given to teacher by parent. If a student has objective reasons for not submitting home assignment extension of a deadline can be negotiated with a teacher.

**Not handing in home assignments**

**MYP**

Not handing in home assignments will impact grades in a more indirect way. When a student completes their regular home-assignment it will be recorded by the teacher. If the student does not do these home assignments then it must be recorded that they have missed a deadline. Here the ‘two-day rule’ applies also. If the student misses home assignments then these will be taken into account like this

	Summative Assignment 1	Summative Assignment 2	Home Assignment 3	Home Assignment 4	Home Assignment 5	Home Assignment 6
Criterion D	<b>5</b>	<b>4</b>	<b>4</b>	6 (late)	5	0 (not given)

If these were a student’s graded major assignments (**bold**) and home assignments and they didn’t submit one of the regular home assignments and handed another one in late, then the teacher will give a 4 and comment on the late and unfinished tasks on the ESIB report card. *Generally, teachers should not grade a major assignment if there are still outstanding tasks to be completed.*

**Teachers’ Feedback and returning assignments to students**

Home assignments will be checked by teachers and returned as quickly as possible with feedback to the students. Generally, teachers will hand back assignments within the same length of time

they set for students to complete the assignment but usually they return it sooner e.g. If a teacher sets a project to be done over a week, then they will return the assignment within the week after the deadline.

**Students** are encouraged to monitor **levels of home assignments** and to feedback to home-room and subject teachers if there seems to be too little or too much time being spent on home assignments.

## **DP**

Giving feedback to student's work is essential in some cases. If this is regular formative assessment timeframe for giving feedback to a student is 7 to 10 days. In case the feedback is needed on internal assessment the teacher will give a timeframe himself/herself to a student, because due to the assignment type it might require more time.

## **Grade Level Exit Criteria**

### **MYP**

In order to encourage students to set and maintain standards of achievement at ESIB there are grade-level exit criteria.

At the end of the academic year, each student's end of year grades will be added together and compared to the exit level for that year. Students failing to reach the appropriate level will have to repeat the year or leave the section.

- Students may achieve no more than three '3s' as grades in their subjects at the end of the year. In the latter case a student must retake an exam at the end of the term as a last chance to improve the final grade. The MYP administrators will make the final decision.
- Students achieving less than 3 as a final grade may repeat the year.

### **DP**

DP students take exams after the 1<sup>st</sup> semester of year 1 (grade XI) and at the end of year 1 as well. In order to meet the minimum requirement for DP a students must obtain total 24 points (in 6 subjects) after every exam session. In case the student does not meet this requirement, the case will be discussed by the HIB and DPC and the recommendation will be given to the candidate and parents.

### **EAL and SEN students**

Students enrolled in an EAL (English as an Additional Language) programme (either EAL intensive or EAL regular) are exempt from the promotion policy. During this time, students will be judged on an individual basis and according to their progress. Students registered with SEN (Special Educational Needs) will also be assessed for grade promotion in this way.

The conditions of EAL and SEN students will be recorded in their report if the student is not considered a mainstream student i.e. a student with full opportunities to learn and communicate their learning.

### **Warning signs**

Head of Section MYP Coordinator and homeroom teachers will monitor grades for warning signs of possible failure to meet promotion levels through the year and at least during the three first reporting sessions.

## **Appendix A Brief Guidelines**

### **Assessment guidelines for ESIB leadership team:**

ESIB leaders should:

- Ensure that they have a clear understanding of the aims of assessment at ESIB and the essential role it plays in the development of students as learners.
- Arrange for sufficient time, support and guidance such that educators and other relevant staff can become familiar with the theory and practice of assessment at ESIB.
- Provide methods and means by which parents can learn and understand the meaning of assessment at ESIB.
- Plan for annual review of the assessment policy.
- Monitor that this policy is understood and being followed by all staff.

### **Assessment guidelines for the teacher**

Teachers should:

- Ensure that they have a clear understanding of the aims of assessment at ESIB and the essential role it plays in the development of students as learners.
- Ensure that they have read and understood the appropriate sections on assessment in their subject guides and in MYP: From Principles into Practice.
- Plan assessments so that they are seen by students as a welcome opportunity to demonstrate their attitudes and what they know and can do.
- Ensure that assessment is fair, inclusive, differentiated, allows the possibility of meeting the criteria and does not over-burden the student to the detriment of their learning.
- Set diagnostic assessment at the beginning of school year or during the year for newcomers to gain their prior knowledge.

### **For home assignments, teachers should:**

- Give clear instruction to students as to how to complete home assignments; whether they are for summative or formative purposes; when the deadline is; what is expected of the student
- Listen to the needs of the students - e.g. if deadlines clash or other circumstances mean that students will not be able to complete the assignment in a reasonable time.
- Assess and return assignments to students in good time
- Provide feedback on all assignments graded using the criteria or rubrics derived from them.

### **Assessment guidelines for the student**

Students should:

- Ensure that they have a clear understanding of the aims of assessment at ESIB and the essential role it plays in their development as learners.
- Ensure that they are well prepared for assessments in a timely manner (handing in work on time, planning revision towards an assessment rather than cramming the evening before, etc)
- Actively seek feedback from teachers when an assignment has been checked (e.g. read all comments, seek advice for improvement, etc)

**For home assignments students should:**

- Make a note of the assignment, the deadline and any other information needed to complete the assignment.
- Engage with tasks set for home study to the best of their ability allowing for time.
- Engage with teachers if deadlines are unrealistic
- Ask teachers for assignments that are not handed back in a reasonable time.
- Place assignments with feedback into their portfolios

### **Assessment guidelines for Parents/Guardians**

Parents can support students with success in assessments by:

- Providing a suitable learning environment at home
- Attending regular teacher-parent conference and meetings
- Attending open lessons
- Encouraging children to explain how they are assessed
- Providing a listening ear for your child to explain their work, progress, difficulties, and understanding of the assessments they have been asked to do.
- Read up about the IB Programmes and attend information sessions and parent-student-teacher conferences that occur during the year.
- Making contact with the Programme Coordinator and/or Principal over concerns about assessment or factors affecting your child's performance in assessment.
- Acting as role models as reflective learners who themselves use forms of assessment to learn.

**For home assignments, parents should:**

- Provide a quiet place where the student can undertake their home assignments in peace.
- Consider the student's assignment commitments when planning events that might hinder the student from meeting those commitments
- Help their children if appropriate by asking questions about the assignment but not by telling the child the answers. Help should be given only when the child has tried independently to complete the assignment themselves.
- Help the child by promoting the idea that plagiarism is against the child's best interests educationally.
- Communicate with the teacher if there is a recurrent or special problem with home assignments (in other cases it is best if the student takes the responsibility to explain to the teacher).

## Appendix B: End-of-Semester/Year Assessments

In subjects that lend themselves to formal synoptic assessment, students will undergo such assessments with grades 6-11 taking end-of semester assessments. ESIB organizes one week exams in all grades after each semester. The functions of these assessments are:

- To allow students to experience such assessment.
- To encourage students to review and internalize what they have learnt over the year.
- To allow us to reflect on our courses and their outcomes in terms of the aspects you assess.
- To provide the student with feedback on this form of assessment in the criteria assessed
- To gain another piece of evidence in the criteria assessed that may support the awarding of an achievement level in those criteria.

The end-of-semester/year assessments are *not* there to:

- Scare students and put them off learning
- Award a final grade (except in that the level achieved in this assessment forms part of the evidence for assessing the level of the student's achievement in the criteria you are assessing).

**Students** should understand that these assessments are just one of the assessments they will undertake for the criteria you are assessing. **Teachers** should in turn realise that:

- The assessments should be assessed using your subject criteria that the students have already been made aware of.
- These assessments should not replace the assessments you are doing for the semester - rather they are an additional chance for students to show what they can do in your subjects against the criteria assessed.

### End-of-Semester/Year Assessments and Reports

As these assessments should be assessed using one or more of the regular subject criteria, they can be used to ascertain a final criterion level in those criteria assessed. Teachers are encouraged to comment on the result of the student in these assessments either by highlighting the success of the student or outlining the way forward for the students who need help with examinations and other formal assessments.

### Further action with end-of-semester/year assessments

Once these assessments are over, it is imperative that results are centralized for the MYP Coordinator, Head of Section and other relevant staff members to review if we are to be able to follow up in helping each student who found difficulty with the assessments.

## Appendix C: Assessment in the future

As we develop our MYP at ESIB, we will follow IBO suggestions and assessment should gradually have:

<b>increased emphasis on:</b>	<b>decreased emphasis on:</b>
viewing planning, teaching and assessing as integrated processes	viewing planning, teaching and assessing as isolated processes
using a range and balance of assessment strategies	over-reliance on one assessment strategy or tool
involving students in self- and peer-assessment	viewing assessment as the sole prerogative of the teacher
using a range and balance of recording tools and reporting strategies	over-reliance on one strategy of recording and reporting
seeking student responses in order to evaluate their current understanding	seeking student responses solely to identify the right answer
giving students regular and ongoing feedback throughout MYP units of work	concluding an MYP unit of work with testing
enabling students to see assessment as a means of describing learning and improving learning	assessing for the sole purpose of assigning grades
assessing the levels of students' current knowledge and experience before embarking on new learning.	embarking on new learning before assessing the levels of students' current knowledge and experience.

*'MYP: From principles into practice', 2014*

## Appendix D MYP types of assessment strategies and tasks

*'MYP: From principles into practice'*

### Assessment strategies

The MYP values the use of a variety of assessment strategies during the programme, from the more subjective and intuitive to the more objective and scientific. The following provides a brief description of various strategies that exist. The list is not exhaustive and the strategies are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of the student.

#### Observation

Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some attitudes or skills.

#### Selected response

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

#### Open-ended tasks

This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

#### Performance

The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Performances of understanding allow students both to build **and** demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we **have**—like a set of facts we possess—but rather is something we **can do**. In MYP interdisciplinary designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or integrative understandings. In the MYP, teachers are encouraged to employ a variety of assessment strategies, tasks, and tools to monitor and further support student learning. Teacher-designed **performances of understanding** may take the form of a composition, a research report, a presentation, or a proposed solution. Such performances serve two functions: they **build** student understandings, and they **make such understandings visible** and amenable for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the unit has achieved its goals (summative assessment).

The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

#### Process journals

Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential stages in that process.

Through approaches to learning (ATL), all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, like the arts or technology, but recommended in all) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular written personal statements by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their community and service responsibilities and actions, and to reflect on their impact.



## Assessment tasks

The above assessment strategies, and others, can all be used to develop suitable and appropriate assessment tasks. Tasks will be specific to the MYP unit of work, although various categories of task exist that are broadly represented by the following list.

- Compositions—musical, physical, artistic
- Creations of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic—through various media
- Projects
- Scientific experiments
- Field work

The MYP subject-group guides provide more information on assessment tasks and their applicability to certain criteria. The guides also identify the minimum requirements for the moderation process.

## Appropriateness of tasks

The assessment task developed for each MYP unit of work should address at least one MYP objective. Student work that stems from the task can then be assessed using the appropriate criteria. It is essential that tasks be developed to address the objectives appropriately; it is **not** valid to assess formally pieces of work that do not address at least one of the objectives.

Teachers should be aware that some types of task might be inappropriate for assessing certain skills. For example, simple multiple-choice tests are only suitable for making judgments about knowledge, basic understanding and some simple application skills. They are generally inappropriate for assessing skills in humanities, experimental skills in science, or comprehension skills in language B, for example.

Without compromising standards, assessment tasks should take into account the requirements of students with special educational needs. Consideration of the appropriateness of the task should also be made for those who are learning in a language other than their mother tongue.

*'MYP: From principles into practice' August 2014 International Baccalaureate Organization'*

## Appendix E PYP types of assessment strategies and tasks

### Assessment Strategies (How do students demonstrate learning at ESIB)

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class. Records such as checklists and note taking are common methods of recording observations.
- **Performance Assessments:** The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response.
- **Selected responses:** Common examples are tests and quizzes.
- **Open-Ended tasks:** Students are presented with a challenge and asked to provide an original response. The response could be a brief written answer, a drawing, a diagram or a solution.

### Assessment Tools (How do teachers at ESIB record student progress)

- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- **Checklists:** Lists of information, data, attributes, or elements that should be present. A mark scheme is a type of check list.
- **Anecdotal Records:** Anecdotal records are brief, written notes based on observations of students.
- **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged.  
(Making the PYP Happen 2007, p.49)

### **Documentation**

The documentation of the evidence of student learning is an assessment strategy relevant to all students throughout the PYP, but may be particularly significant in the early years (3–5 years). Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

### **Portfolios**

A portfolio is one method of collecting and storing information that can be used to document student progress and achievement. It is a record of students' involvement in learning and is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection (Making the PYP Happen, 2007).

The portfolio contains examples of students' work. The work has been chosen from the different subject areas to give a representative example of what each student has achieved. In order to accurately show the achievements of each student, the pieces of work are mostly done without the aid of the teacher. Each piece contains a cover sheet which clearly indicates the objective of the work, the degree of instruction given, an assessment and how the IBPYP Learner Profile elements have been demonstrated. Many pieces of work are chosen so that similar or related pieces can be added at a later date. In this way, the progress that each student has made as the year develops can be seen. Students are involved in developing their portfolios. They have free access to it in the classroom and are able to select pieces of work to be included. Please refer to Appendix 1 for more information.

Appendix F The IB learner profile - Home Assignment Policy

Attribute	Learning outside the classroom - How to use home assignments to become a better learner.
<b>Caring</b>	Do you care enough about yourself to take what you learn at school and practice, develop and extend it? Are the tasks that you do the best they can be in the time you have? Are you able to help others grow as learners when they need help and not just give the answers? Are you caring enough to take in the feedback you are given about the learning you do at home?
<b>Principled</b>	Do you know how to reference the sources used in your assignments? Do you understand the effects of cheating on yourself, your school, and your peers? Do you tell the truth (or tell the teacher when you can't)? Are you honest with yourself and with others? Are you strong enough to own up to and live with the consequences of your mistakes?
<b>Open-minded</b>	Are you willing to try something different? Are you able to recognise that you can always learn from others? Do you try to understand before you judge? Do you build on your mistakes?
<b>Risk-takers</b>	Are you willing to try new challenges, apply new skills to problem solving and are you willing to have a go even if there is a chance you might fail? Are you able to do your assignments even when others are not? Are you willing to try new ways of learning?
<b>Balanced</b>	Do you try to improve your learning consistently through the year, planning and spreading the load of learning as evenly as you can through the year? Are you able to discuss this with your teachers? Are you fair to others when you are learning together?
<b>Inquirers</b>	What would you like to learn outside school? Can you motivate yourself to learn? What would you like to learn in each subject area? Are the skills needed to find out things the same in different subjects? Do you love to learn? Can you grow to love learning? Can you find your own way through learning? What can you do to become a good inquirer?
<b>Knowledgeable</b>	What is it to know something? What is it to learn something? What are learning styles? What are your strengths and weaknesses in learning styles? Can you learn other ways to learn? How can you become more knowledgeable in the best way?
<b>Thinkers</b>	How do you approach problems? What is critical thinking? What are thinking strategies? What is lateral thinking? What is the nature of creativity? Where do ethics come in? How can you become a better thinker?
<b>Communicators</b>	Are you able to choose the best method to communicate what you know? Do you know how to use a wide range of communication techniques to communicate what you understand? Do you listen carefully to others? Do you contribute? Do you present ideas clearly and coherently, in writing and orally? Do you use language accurately to express ideas? Are you able to use writing, drafting and note taking as a means for generating ideas? Do you show a respect for others' points of view? Are you able to understand that different points of view can be valid? How can you become a better communicator?
<b>Reflective</b>	Do you reflect on and evaluate your own performance in class and in your assignments? Are you able to recognise and take on board your strengths and weaknesses? Do you revise your assignment and adapt your behaviour based on reflection?

## **Appendix G Reflection on Assessment and Reflection on the Assessment Policy**

As stated, reflection is an important part of learning and reflection on assessment is a vital aspect of this learning. All teachers must allow students the opportunity to reflect on their assessment either in writing or verbally.

Students at ESIB are required to monitor their summative assessments in their Managebac and to reflect on each assessment shortly after the return of the graded assessment.

Teachers should periodically offer students the opportunity to reflect on the way they cope with assessments, that they understand how the teacher has arrived at the achievement levels and grades awarded and the MYP assessment process in general. Students should be our best agents for helping parents understand the way they are assessed and the programme in general.

**This document should be dated with the last time it has been updated. It should be updated no less than annually and teachers, students and parents should be encouraged to read through and question the appropriateness of and our adherence to what is written in this document.**