ASSESSMENT POLICY

This Assessment Policy sets out the philosophy and framework for assessment at International School of Billund (ISB) and responds to the IB Primary Years and Middle Years Programmes and our belief that assessment **is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching**.

The Assessment Policy should be read in conjunction with the Inclusion Policy.

Our Philosophy

We believe that by placing **PLAY** at the heart of education, we stimulate every child's natural desire to **LEARN**. Central to this pedagogy of play is the core practice of allowing learners to lead their own learning, a process which involves students actively engaging in assessing and reflecting on what they have learned, and, acting on feedback from peers and teachers to feed forward to next steps in learning.

Assessment is defined as the *different ways in which student achievement can be gathered and evaluated'* (IB, 2019) and can be used for a variety of different purposes.

At ISB, we believe that effective assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.

Assessment identifies what students know, understand, can achieve and enables them to reflect at different stages in the learning process.

Assessment is integral to all teaching and learning. It is central to the goal of thoughtfully and effectively guiding students through:

- the acquisition of knowledge

- the understanding of concepts

- the mastering of skills

- the decisions to take action

The purpose of assessment is to inform learning and teaching.

Integrating Assessment (IB, 2019)

Principles

Assessment		
is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching and support student learning.	tools and processes are reliable, efficient and consistent.	is used as a tool to evaluate the depth of our curriculum and the effectiveness of our teaching.
a. Assessment is inclusive, equitable and embraces learning diversity b. Assessments are appropriate to age and reflect the development of the students c. Assessment values knowledge, skills and conceptual understandings	a. Assessments are specific, constructive, varied and fit for purpose b. Everyone is aware of, and understands, why and what to assess c. Incorporates the four dimensions of assessment: monitoring, documenting, measuring and reporting on learning d. Procedures are clearly outlined for each programme e. Assessments are designed to ensure fairness and reliability for all students	a. Collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. b. Actively used to improve teaching and the curriculum/programme c. Assessments inform decisions about targeting resources and support to the most pressing priorities and professional development needs

Links to IB philosophy and practice

The comprehensive IB PS&P framework is the foundational set of principles which help IB world schools place **learning** at the heart of the school community by both:

- fostering a dynamic school **culture** centred on holistic, inclusive learning communities *(0300-xx standards)*
- creating student **learning** experiences of the highest quality possible *(0400-xx standards)*

Standards and practices relevant to assessment are listed in the [appendix](#) at the end of this document.

What do we assess?

"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted."

-- (Albert Einstein/William Cameron 1963)

Both learning outcomes and the learning process itself are assessed. We recognise that teaching and learning, and the assessment of that learning are fundamentally interdependent. Assessment is a continuous process of gathering information and evidence aimed to inform decision making about students, curricula and programmes, as well as educational policies. All involved in the learning process must have a clear understanding of the purpose of assessment, what is being assessed, the criteria for success, and the methods by which assessment is made. Therefore, assessment is ongoing, varied, and purposeful and assessment tasks are authentic to allow the students the opportunity to apply the acquired knowledge and skills in real-life contexts.

Assessment is significant and purposeful in evaluating the understanding and the development of students at different stages in the learning process. We strive to provide engaging instruction in a safe and structured environment, with the student at the centre of the learning process while empowering learners to reflect on their own learning to support them in thriving and exploring their full potential.

| Effective assessment allows		
students to: ● Develop a positive attitude towards learning ● Demonstrate a range of conceptual understandings and skills and make connections across content areas and concepts learned ● Apply critical thinking skills to a wide range of contexts to solve complex problems ● Reflect on their own learning through teacher, peer and self-assessment ● Set future goals for learning build on their strengths to enhance academic achievement	**teachers to:** ● Be aware of students' level of competency and design assessments accordingly ● Build on students' strengths to promote learning ● Engage in self-reflection on their own practice and use assessment data and criteria to inform and enhance learning and teaching ● Assess students' growth of knowledge, conceptual understanding and skills ● Provide continuous feedback to students to help them improve their performance ● Report assessment results to parents according to school procedures	**parents and guardians to:** ● Monitor evidence of student learning and improvement through scrutiny of their child's portfolios, written and oral work, assessments and progress report cards ● Use assessment results for reflection to support their child's progress towards their set goals ● Use as a basis for discussion with their child and and the school on progress

Why do we assess?

Assessment is used as a tool to evaluate the depth of our curriculum and the effectiveness of our teaching is actively used to improve teaching and the curriculum/programme in general and for the individual student.

Assessments inform decisions about targeting resources and support to the most pressing priorities and professional development needs. It also informs teaching practice, measures student development and learning, as well as communicates student progress to parents and guardians. We assess to:

● Identify and respond to students' differing needs and styles of learning through a variety of assessment tasks

● Inform teachers, parents, guardians and the school of student's progress links to the notion of lifelong learning in ISB/IB mission, through helping the student understand their learning process

● Support each student to achieve his/her individual potential

● Nurture the competence of reflecting on own learning and to analyse personal strengths and weaknesses in a constructive manner

Effective assessment also aids teachers' identification of learning needs and support is provided by ISB dedicated staff or outside agencies if necessary. Individual students may be referred to Psychological/Pedagogical/Health Care Counselling (PPS), Billund Municipality. PPS has a range of specialists: reading consultants, speech therapists, physiotherapists, special pedagogues and psychologists. The support PPS offers depends on the child's age and their needs based on meetings with parents, teachers and observations of the student of concern. There are allocated staff to oversee students' wellbeing in each section of the school. Monthly PPS staff provide an open consultation with teachers on individual students to support staff with suggested strategies.

How do we assess?
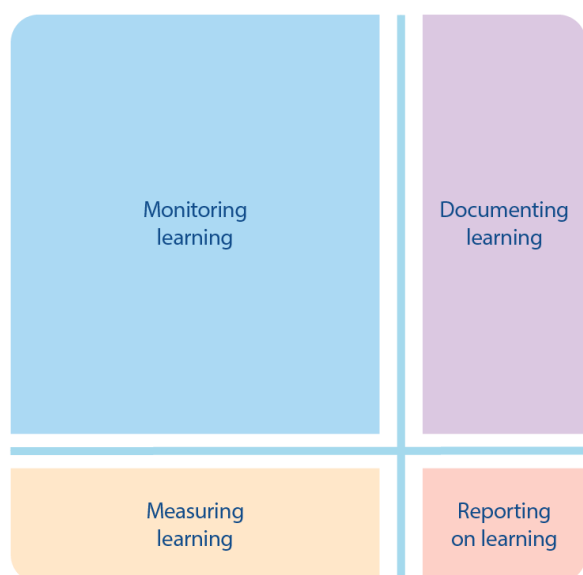
Assessment to inform learning and teaching (IB, 2018)

Am I making progress?

How do I know?

(IB, 2018)

Assessment procedures are clearly outlined for each programme and incorporate the four dimensions of assessment: monitoring, documenting, measuring and reporting on learning.

Given the importance of providing actionable feedback for the learner, there is specific emphasis on monitoring and documenting. (IB PYP, 2018)

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Documenting learning

The **documenting** of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.
Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats

Measuring learning

The **measuring** of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured. Each measurement tool used provides further data to support a larger picture of student achievement and progress in learning. Some standardised tests are used to measure students' performance, but in these instances carefully consideration is given in relation to:
- how to minimise the impact of testing on student well-being
- how to effectively use this data point to add to the comprehensive view of student learning

Reporting learning

Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

Adapted from *'The four dimensions of assessment'* IB PYP (2018)

IB documentation highlights that effective assessment shares some key characteristics:

- **Authentic**: It supports making connections to the real world to promote student engagement
- **Clear and specific**: This includes desired learning goals, success criteria and the process students use to learn.
- **Varied**: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning
- **Developmental**: It focuses on an individual student's progress rather than their performance in relation to others
- **Collaborative**: It engages both teachers and students in the assessment development and evaluation process
- **Interactive**: Assessment encompasses ongoing and iterative dialogues about learning
- **Feedback to feedforward**: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

At ISB, teachers strive to:
- use and develop a range of fit for purpose assessment tools
- select from a number of assessment tools, reflecting student needs and skills when collecting data
- ensure that assessment practices are meaningful, fair, reliable, inclusive, equitable and embrace learning diversity.

When developing and facilitating assessment tools and processes, teachers ensure that assessments at ISB are:
- appropriate to age and reflect the development of the students
- value knowledge, skills and conceptual understandings
- specific, constructive, varied and fit for purpose.

Examples of the types of assessments used at ISB may include:

Documenting learning	Measuring learning	Reporting on learning
- Journals - Portfolios - Checklists - Rubrics - Anecdotal records - Photographs/films - Audio - Graphic representations - MYP ePortfolios - MYP process journals - Learning logs	- Focused observations - Learning tasks - Feedback - Self-reflections - Conferencing - Questioning - Skill testing - MYP on-screen examinations - Student performance of understanding	- Check-ins 3-way conferences - Parent playdates - Early Years Development Evaluation - PYP Learning Progress Summaries - PYP End-of-year 'Summaries of Learning' - Student-led conferences - MYP reports (twice annually) - MYP Parent-Teacher meetings - Student reflections in report cards - Individual Education Plans - Task-specific assessment rubrics

*ISB is committed to maintaining the confidentiality of student information and ensuring that all student assessment records are only accessible by the appropriate individuals. In line with the requirements of the General Data Protection Regulation (GDPR), the school also has a responsibility to ensure that all records are only kept for as long as is necessary to fulfil the purpose(s) for which they were intended.

Strategies and methods

As outlined above, teachers use a range of strategies and methods when gathering information and data about a student's learning and include:

Pre-Assessment takes place at the start of every unit, an assessment is given to the students to assist the teacher in planning appropriate learning strategies for the unit. Pre-assessments are designed to stimulate the student's prior knowledge as well as grasping their particular educational needs.

Self-Assessment where learners reflect on their own learning, assessing their understanding of central ideas, lines of inquiry and concepts explored in each unit. Self-assessment supports building metacognitive skills and helps students to become life-long learners.

Peer-Assessment where learners provide feedback to each other on their work to improve their performance, helping them to further develop lifelong skills.

Formative Assessment is ongoing and consistent and allows the teacher to make necessary amendments to teaching plans and strategies. Formative assessments also permit for Approaches to Learning (ATL).

Summative Assessment aims at culminating the teaching and learning process, permitting students to demonstrate what they have learned. Summative assessments are determined at the beginning of the unit (backward planning) and occur at the end of the teaching and learning process. We provide prior notice to students and task sheets are handed to students to allow sufficient preparation for the assessment. **Summative assessments in the MYP are based on externally set IB subject criteria.**

Observations where learners are observed regularly with the teacher focusing on a class as whole, small groups or individually through different learning engagements.

Open-ended Tasks in which learners are presented with different stimuli to which they have to respond in a variety of modes (written answers, drawings, diagrams and solutions).

Selected Responses which are direct exercises such as tests and quizzes, multiple choice questions, true or false and short answers questions.

Process-focused assessment where teachers observe students with a particular skill in mind and observations are documented and recorded regularly.

Performance assessment in which students participate in presentations, demonstrations, performances, speeches, debates, exhibitions, role-play and research reports.

Communication which includes interviews, questions and answers, and conferences.

Student's Reflections where students use journals and portfolios to write their own reflections.

When do we assess?

Since each tool provides further data to support a larger picture of student achievement and progress in learning, it's crucial for our shared learning and development that our assessments are reliable, efficient and consistent. Measuring of learning occurs at regular intervals over the course of the academic year and our Assessment Calendar ensures that more formal 'testing' is carefully spaced, and takes student wellbeing into consideration.

There is no requirement for IB external summative assessment in the PYP.

The MYP incorporates a more formal assessment programme, which involves internal (school-based) assessments (including both summative assessments and the supporting formative processes) and external eAssessments (on-screen examinations and ePortfolios in MYP 5).

Pre-Assessment	When starting a unit
Self-Assessment	Regular and ongoing
Peer-Assessment	Regular and ongoing
Formative Assessment	Regular and ongoing
Summative Assessment	At predetermined key points in a unit, including at the end
GL Assessments - Literacy PTE	M1 & M3 during the Month of August. New students upon arrival
GL Assessments - Math PTM	M1 & M3 during the Month of August. New students upon arrival
P1-5 Literacy Assessments	Twice yearly P1-5 during September - October and again in March- April
P1-5 Diagnostic Numeracy Interview	May
Mock exams	M4 & M5 (December and May)
Final Exam	M5 - you can read more about our exams [here]

Additional Information for Middle Years Programme

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

In the MYP, teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

From *'Principles of MYP assessment'* IB MYP, 2014 (Updated August 2022).

Teachers assess the specific subject-group objectives using the assessment criteria for each subject group. In order to permit students a chance to reach their full academic potential, MYP teachers develop thorough tasks that encompass a variety of assessment strategies. During the course of teaching a unit, teachers are expected to conduct formative assessments in order to assess student learning and adjust instruction where necessary to best meet the needs of the students. Formative assessments fundamentally lead up to a final summative assessment.

Assessment tasks and associated criteria effectively measure the learning outcomes with students being aware of the aims of their learning and how the quality of their achievement will be assessed/judged. Assessment supports effective learning and teaching as both teachers and students engage in self-reflection which helps them identify strengths, areas for improvements and plan to achieve set goals.

MYP Assessment practices

- All strands of all criteria must be covered at least once within a reporting period (semester). All classwork or homework that is not a formal MYP graded assessment is acknowledged and recorded
- All formal MYP graded work is accompanied with a task- specific rubric and task sheet that clearly identifies the MYP assessment criteria being assessed. The rubric may or may not be constructed in collaboration with the students but must be derived from the MYP interim objectives
- Students struggling with larger projects (lasting more than 2 weeks) will receive support organising and breaking the project into smaller chunks, using formative assessment and/or ongoing feedback
- Teacher feedback will ensure that a student understands how they can reach their full potential and potentially the next grade level
- Teachers maintain an up to date mark-book on ManageBac, for information to students and parents/guardians
- Internal assessment standardisation – Teams of educators are expected to standardise assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school. This is done within each subject area, in interdisciplinary assessments as well as in the Personal Project.
- If a student receives a Level 3 or below for a given criterion, or is expected to drop 2 grades in the same subject between the semester 1 (Dec) and 2 (June) reporting cycles, the teacher will contact the parent/guardian(s) and/or call for a meeting to discuss how parents, teachers and the respective student in collaboration can plan for positive development
- Teachers will provide opportunities (differentiation) for students who have English as an additional language or additional learning needs to ensure that they can complete the same assessment task as the whole class. Among other things, this could mean; providing extra time for work and /or assessments, extra scaffolding of the assignment, use of a dictionary (electronic) and/or additional support staff in class.

MYP Subject criteria

Students are assessed using the Middle Years Programme Subject Criteria. Criteria from all eight required subjects are assessed on multiple occasions during the scholastic year. Reported MYP scores are based on more than one assessment task. Teachers employ the MYP Assessment Criteria during the year. MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgement along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades or determining MYP grades by combining homework, class work, and test grades.

Rubrics are designed by the IB and made task specific by the teacher, as the evaluation tool for formative and summative assessments. Students are provided with the criteria before the assessment task is assigned and contain specific descriptors. It is mandatory practice for teachers to document data of Summative and Formative assessments on a standardised assessment template used at ISB and saved on ManageBac.

MYP Determining achievement level

The MYP grading scale is used in conjunction with the associated general grade descriptors and grade boundaries. Teachers are required to use their professional judgement when deciding which descriptor best reflects the student's performance and award the numerical level accordingly (out of 8 for each criterion). At the end of the school year, the students final achievement levels in all criteria of the subject are determined by adding them together and are totaled (out of 32) and an MYP grade (1-7).

Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught" (From Principles into Practices, IBO, 2014/2015).

During key reporting times, teachers at ISB use the assessment data recorded, to determine the student's best fit level. The best fit is based on the level of achievement for each criterion. "Teachers work together to establish common standards against which they evaluate each student's achievement holistically. Assessment of student understanding at the end of a course, based on the whole course and not individual components of it" (*Principles of MYP Assessment*).

The following table presents how to convert the criterion levels total into a grade based on a scale of 1-7.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Introduction to MYP, information about Service & Action, M5 Personal Project and M5 exams can be found at our website

Appendix

IB Programme Standards & Practices

The comprehensive IB PS&P framework is the foundational set of principles which help IB world schools place **learning** at the heart of the school community by both:

- fostering a dynamic school **culture** centred on holistic, inclusive learning communities *(0300-xx standards)*
- creating student **learning** experiences of the highest quality possible *(0400-xx standards)*

Standards and practices relevant to assessment are listed below.

Culture
- The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)
- The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
- The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Learning - Approaches to Assessment
- Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
  - Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
  - The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
  - Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
    - PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)
    - MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
    - MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)
  - The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
  - The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
  - The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
    - MYP 1: Teachers standardise their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
  - The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
  - The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

- - MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)
- The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)
- Students take opportunities to consolidate their learning through assessment. (0404-04)
  - The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
    - MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)