

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.
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
...tools and processes are reliable, efficient and consistent.
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 Procedures are clearly outlined for each programme d. Assessments are designed to ensure fairness and reliability for all students
...is used as a tool to evaluate the depth of our curriculum and the effectiveness of our teaching.
a. Collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. Actively used to improve teaching and the curriculum/programme b. 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 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 the school on progress

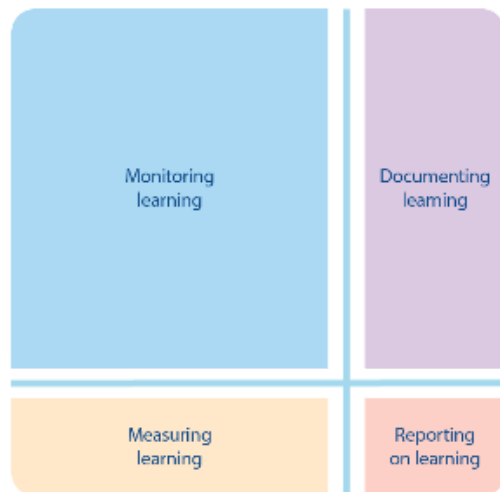
Why do we assess?

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

How do we assess?



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

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

Documenting/Monitoring learning	Measuring learning	Reporting on learning
• Journals • Portfolios • Checklists • Rubrics • Floor books • Learning Walls • Anecdotal records • Photographs/films • Audio • Graphic representations • MYP ePortfolios • MYP process journals • Learning logs • Science lab reports • Note-taking	• Focused observations • Learning tasks • Feedback • Self-assessment • Student reflections • Conferencing • Questioning • Skill testing • MYP on-screen examinations • Student performance of understanding	• Check-ins • Parent playdates • Early Years Development Evaluation • PYP Summaries of Learning • Student-led conferences • MYP reports • Student/Parent/Teacher meetings • Student reflections • 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 units and is designed to understand the student's prior knowledge and 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.

Assessment for learning/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).

Assessment of learning/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 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.

While 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, as well as 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
Assessment for learning/Formative Assessment	Regular and ongoing
Assessment of learning/Summative Assessment	At predetermined key points in a unit, including at the end
GL Assessments – Reading NGRT	M1 & M3 – August, new students upon arrival
GL Assessments - Math PTM	M1 & M3 – August, new students upon arrival
P1-5 Literacy Assessments	September – October, March – April
P1-5 Diagnostic Numeracy Interview	October
K1-K2 Early Years Development Evaluation	January
PYP Summaries of Learning	October & June
Student/Parent/Teacher Conferences	Primary & Middle School - January
Student led-conferences	Kindergarten & Primary School – May Middle School – March
MYP Reports	October, January & June
Mock exams	M4 – May M5 – December
Final Exam	M5 – May

Additional Information for Middle Years Programme

MYP assessment requires teachers to assess the prescribed MYP subject-group objectives using the related assessment criteria for each subject group in each year of the programme. Across a variety of assessment tasks, teachers use descriptors from the assessment criteria to identify students' achievement levels against established assessment criteria. MYP internal 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 are 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).

Thus, teachers design their curriculum around **MYP subject-group objectives**, ensuring that every task aligns directly with the corresponding assessment criteria. Doing this, they consider:

- **Task Design:** To help students reach their full potential, teachers develop comprehensive tasks using a variety of assessment strategies. These are tailored to challenge students and reflect real-world applications of their learning.
- **Formative Assessment:** Throughout each unit, teachers conduct regular formative assessments. These “check-ins” allow teachers and students to gauge student understanding in real time and adjust their instruction to better meet individual learning needs.
- **Summative Assessment:** These formative experiences provide the foundation for the final summative assessment at the end of the unit, where students demonstrate their total mastery of the subject goals.

Assessment should support effective learning and teaching as both teachers and students should 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 clarification and/or a task- specific rubric that clearly identifies the MYP assessment criteria and clarifies what is required to reach the different levels. The rubric may or may not be constructed in collaboration with the students but must be derived from the prescribed IB MYP interim objectives and criteria.
- Teacher feedback will ensure that a student understands what they have achieved and potentially how to reach the next grade level
- Teachers maintain an up-to-date mark-book on ManageBac, so information to students and parents/guardians about the students' academic progress is available throughout the year

- Internal assessment standardisation: teachers within a subject group 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 is done within each subject area, in interdisciplinary assessments as well as in the Personal Project.
- If a student receives below a Level 3 in one or more criteria, or is expected to drop 2 grades in the same subject between the semester 1 (January) 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 barriers to learning or have English as an additional language 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 prescribed MYP Subject Criteria. Criteria from all eight subject groups are assessed on multiple occasions during the academic year. These criteria are named A, B, C, and D and are defined differently for each subject group. Rubrics are designed by the IB for each criterion and clarified and/or made task-specific by the teacher, so students have a clear understanding of what is expected of them in a given task. Students are typically provided with the clarifications before the assessment task is assigned so that expectations for success are clearly established for the task. Teachers are required to record summative assessment data—including criteria levels and written comments—in ManageBac. This ensures that students and parents can track academic progress in real time during the year.

MYP Determining achievement level

Final MYP grades are awarded at the end of each academic year based on a student's demonstrated mastery of subject-specific criteria. This process involves three key steps:

Determining Criteria Levels: Teachers evaluate student evidence collected throughout the year to determine a final achievement level (**1–8**) for each of the four subject criteria. Rather than simply averaging scores, teachers use their **professional judgment** to select the descriptor that best represents the student's consistent performance level.

Calculating the Total Score: At the end of the school year, the four individual criteria levels are added together to reach a composite score out of a **maximum of 32**.

Determining the Final 1–7 Grade: This composite score is then compared against the official **IB Grade Boundaries** to determine the final subject grade. These can be seen together with a general 1-7 grade descriptor in the figure below:

The following table presents a general example of how to convert the criterion levels of totals into a final MYP grade based on a scale of 1-7. To do this, teachers use IB defined grade boundary as shown in the following example:

Grade	Grade Boundary	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)

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Reviewed by the ISB Board:

May 2019

May 2023

August 2026

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