



International School of Helsingborg

Assessment Policy

Philosophy

In order to support and encourage effective teaching and learning it is essential to have meaningful assessment in all three IB programmes. Assessment needs to involve students to make them aware of the criterion/criteria in the IB system and goals in the Swedish system (MYP 1-4) before the coursework begins. We believe assessment is necessary in facilitating growth of students by identifying areas of achievement and areas of improvement. We believe feedback is beneficial when it is constructive, meaningful and timely.

Purpose of formative and summative assessment

Assessment helps the student

- Receive feedback in relation to set criteria/goals
- Develop strategies for improvement for future tasks.

Assessment helps the teacher

- Establish a picture of students understanding and monitor effectiveness of programme taught.
- Analyze and act upon areas of concern, developing and implementing strategies which address identified learning needs.

Assessment helps parents and/or other professionals

- Communicate student's progress.
- Provide a framework for supporting students outside of school.

Formative Assessment

Formative assessment is an ongoing formal and informal process that teachers and students use to gather evidence of students' understanding and progress. The purpose of this process is to improve learning and to plan the next stage of personalized learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other.

Summative Assessment

Summative assessments are the opportunities for students to demonstrate what has been learnt. These take place at the end of a teaching and learning process.

Students in the English Language Acquisition (ELA) programme

Teachers in all subject groups, when assessing students in the ELA programme, will collaborate with the ELA teacher to ensure that appropriate assessment tasks are created. Subject teachers are assessing students' conceptual knowledge, communicated by the students as effectively as possible, rather than grammatical accuracy and English language ability. All teachers should support ELA students in their language development.

(Refer to *ISH Whole School Language Policy* for further details on teacher support of language learning.

Students in the Learning Support

Teachers in all subject groups will collaborate with the learning support teacher(s) during both the planning and assessment stages of a unit. The purpose is to take into account the learning needs of the student and to ensure that appropriate assessment tasks are created.

Principles of assessment in PYP

The prime objective of assessment in the PYP is to provide feedback on the learning process. Bruner states that students should receive feedback “not as a reward or punishment, but as information” (Bruner 1961: 26). Teachers need to select assessment strategies and design assessment instruments to reflect clearly the particular learning outcomes on which they intend to report. They need to employ a range of strategies for assessing student work that take into account the diverse, complicated and sophisticated ways that individual students use to understand their experiences. Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection.

The assessment strategies and instruments—rubrics, anecdotal records, checklists, anchor papers, continuums, portfolios of work—proposed by the PYP are designed to accommodate a variety of intelligences (Gardner 1993) and ways of knowing (Bruner 1986). Where possible, they should provide effective means of recording students’ responses and performances in real-life situations that have genuine problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the efficacy of the programme.

Grading in PYP

By law in Sweden, ISH does not issue grades to students up to PYP 6. Progress reports are provided through Managebac, an online reporting system. If a parent has any questions or concerns about their child’s progress, they may contact the teacher and make an appointment to discuss this with them.

Step 1 Beginning to understand some key concepts and skills with assistance

Step 2 Developing understanding and is able to make connections to key concepts or skills, with or without assistance

Step 3 Demonstrates a sound understanding of concepts and skills; is able to make connections and apply their knowledge appropriately without assistance

Step 4 Demonstrates a thorough understanding of concepts and skills; makes connections and readily applies their knowledge competently in new situations

References

- Bruner, J. 1961. "The Act of Discovery". Harvard Educational Review. Vol 31. Pp 21–32.
- Bruner, J. 1986. Actual Minds, Possible Worlds. Cambridge, Massachusetts, USA. Harvard University Press.
- Gardner, H. 1993. Multiple Intelligences: The Theory in Practice. New York, USA. Basic books.

Principles of assessment in the MYP

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the IBO prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, ISH MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP 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).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

School based assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students at ISH. Teachers are well placed to assess

the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment is an important element of formative assessment plans.

School-based summative assessment is part of every MYP unit taught. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria.

Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

MYP Assessment Criteria

	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Design	Inquiring and analyzing	Developing ideas	Taking action	Reflecting
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In accordance with IBO regulations, students will be assessed at **least twice on every strand in each criteria** in each subject group per year. An exception to this is interdisciplinary study.

An example of criteria in use: Individuals and Societies MYP1

Criterion	Description	Marks
Criterion A	Knowing and understanding	8
Criterion B	Investigating	8
Criterion C	Communicating	8
Criterion D	Thinking critically	8

Each objective of any MYP subject is elaborated by a number of strands. A strand is an aspect or indicator of the learning experience. In Individuals and Societies, Criterion A, knowing and understanding, has two strands:

At the end of MYP 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject- specific content and concepts, using descriptions, explanations and examples.

Criterion A tasks in Individuals and Societies in MYP1 are devised by teachers in such a way that they have the opportunity to demonstrate their understanding of the taught content of a given unit. Teachers use a 'best fit' approach to determine a student's level of achievement (see descriptors below). Assessment tasks should always give students the opportunity to show what they know and the possibility to reach the highest levels of the criterion. For each assessed task, teachers will provide students with the criteria that they are being assessed in.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below
1-2	The student: i.recognizes some vocabulary ii.demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples
3-4	The student: i.uses some vocabulary ii.Demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions and, explanations and/or examples
5-6	The student: i.uses considerable relevant vocabulary, often accurately ii.demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples
7-8	The student: i.consistently uses relevant vocabulary accurately ii.Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions , explanations and examples

The assessment criteria are similar across MYP1-5. However, they increase in difficulty as students progress through the program. The image below illustrates this progression. In the subject group language acquisition, students progress through language phases. Progression rates through the language phases will vary from student to student.

SEE MYP ACHIEVEMENT LEVELS PDF

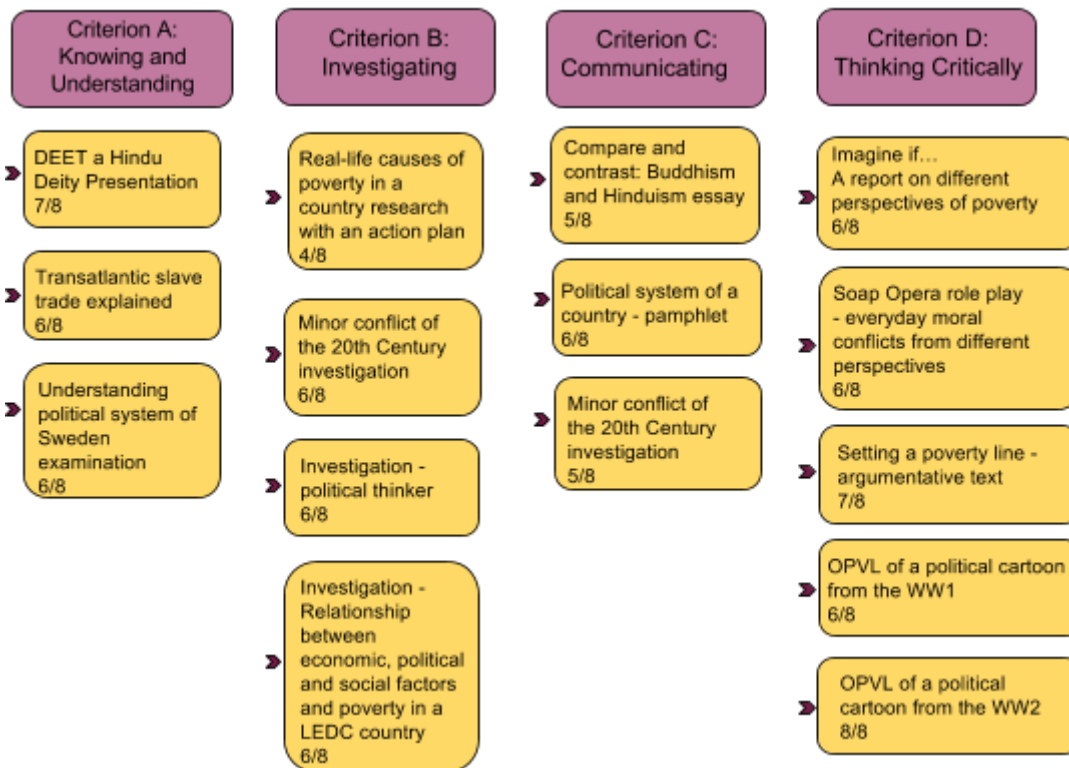
How are final MYP grades determined?

Where more than one teacher is teaching the same subject group, the process of **internal standardization** must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project in MYP5. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments. Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

When students have been assessed at least twice in each criteria a final level for each criterion can be reached. A final grade is calculated by adding achievement level scores. The maximum score possible when adding the four criterion is 32. This raw mark is then converted into an **IB grade from 1-7 (see table below)**. The table contains level descriptors to help students and parents understand the level of performance associated with the final grade

Grade	Boundaries	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. 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 reliable 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.

The following example illustrates how an assessment could work in an MYP Individuals and Societies class over the course of a year



Based on these scores and using the best fit approach, the teacher will assign achievement levels for each criterion.

Criterion A	Criterion B	Criterion C	Criterion D
6	6	5	7

The teacher adds up the overall scores for the four criterion which gives a score out of 32.

This students has scored: **6+6+5+7 = 24/32**

Finally, the teacher uses the conversion table above to determine the overall grade. This student has scored 24/32. This converts to a **grade 6**.

Principles of Assessment in the Diploma Programme

1. Philosophy and Principles of Assessment

Assessment at the diploma programme makes a major contribution to the realization of the objectives of ISH as found in our mission statement. (link)

Assessment facilitates the evaluation, adjustment, direction a redirection of curriculum planning and delivery. It enables students, teachers and parents to monitor the learning undertaken by each student in terms of all-round personal development. All aspects of learning as embodied in the IB learner Profile and ISH goals and objectives must be evaluated and monitored against the overall aims of the school to provide students and teachers with information on the progress being made towards attaining the goals of the whole programme. Assessment supports setting personal learning targets and helps each student reach his/her own full potential. It should lead to a clear understanding of the progress made by the learner and facilitate the establishment of effective teaching practices based on the needs of the students. Thus assessment informs curriculum planning in a curriculum designed to deliver all aspects of the Learner Profile.

Assessment must be rich enough to facilitate the monitoring of attainment of all its aims including the attributes of the Learner Profile and the ideals of ISH. For this reason, assessment of cognitive development alone is not sufficient.

In a personalised learning environment in which the curriculum reflects the needs of each student, assessment must also be personalised if it is to be appropriate and effective. The challenge is to develop an assessment regime capable of evaluating the extent to which each student is reflective, knowledgeable, balanced, principled, caring, risk-taker (courageous), inquiring, communicative, thoughtful and open-minded, as well as exhibiting the qualities of service, leadership and environmental and cultural stewardship. Unless an assessment policy is capable of providing reliable feedback on these parameters, it is not adequate to the evaluation of the programme.

2. Goals of Assessment

The assessment policy serves to provide students, teachers and other stakeholders with well-analysed timely feedback in every area of learning. ISH undertakes to provide regular and constructive assessment. Students and teachers will commit to using assessment only where it contributes positively to learning. There will be no “assessment for the sake of assessment”; e.g., merely to accumulate marks to put into reports.

Assessment at ISH serves to promote

- Excellence in learning
- Joy of learning
- Self-assessment and peer-assessment with the active support of the teacher
- Mutual understanding between student and teacher on goal-setting, pace of learning, and acquisition of knowledge and critical skills.
- Demonstrable skills of expression, collaboration, and service to others
- The general qualities expected of ethical leaders and fearless learners.

The IB diploma Programme requires specific assessment tools. The assessment policies and tools of assessment are given in section 6 below.

3. General Assessment Practices

Teachers will make the basis of assessment clear to students at all stages of the IB programme. While the DP programme guidelines lay down the parameters of assessment, they also ensure that each student is evaluated individually and not ranked or graded to fit into a comparative scale of performance. In the over-competitive context of contemporary society, it is particularly necessary to emphasize that assessment is *for learning*, that it provides guidance for *purposive directed learning*, and for *meeting programme standards*. It is not for producing a rank ordering which compares one student's performance against another's.

- Assessment will generally be reported in English, which is the medium of instruction. Assessment of learning of languages other than English will be reported in those languages.
- Given the complex linguistic composition of the student and parent body, the multilingual nature of ISH, and the stated goals of supporting mother tongues, assessment reports may be translated if and when necessary for the benefit of the recipient, especially a parent who is monolingual.
- Assessment criteria will be explained to and understood by students prior to learning. This will enable learners to reflect upon and assess themselves based upon agreed criteria, and thus empower them as learners. It will also enable learners to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and weaknesses, and to understand and evaluate trajectories for learning.
- A comprehensive set of records of assessment for each student will be maintained for the benefit of students, teachers, parents, career counsellors, university applications and other stakeholders when appropriate.
- Assessment will be used to review knowledge and skills before advancing to the next unit of inquiry or level of learning.
- ISH will ensure that *assessment is for learning* and not the other way around.
- All assessment will be undertaken according to the principles of Academic Honesty Policy with the full knowledge of the students.

While both formative and summative assessments guide learning, the former is used in daily practice to shape next steps by informing curriculum planning. Summative assessment comes at the end of a unit of learning. In other words, the former is development oriented and the latter measures mastery of knowledge and skills.

4. Formative Assessment

Formative assessment is assessment *for* learning, and is on-going throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning.

Collective formative assessment of the progress of each student is undertaken by tutors who ask teachers and others for individual feedback on each of their tutees. Specifically, tutors (mentors) monitor the extent to which students have absorbed and understood both the letter and the spirit of the IB Learner Profile.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. The process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize criteria for success.

Students will grow to engage in self- and peer-assessment opportunities to develop the confidence needed if they are to be stewards of their own learning.

Assessment in the classroom involves teachers in:

- Developing clear rubrics in advance of starting teaching so that the basis of assessment can be made known to students before learning commences as part of the strategy of giving shape to the learning-objectives
- Using representative samples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning process of groups and individuals
- Identifying exemplary student work
- Keeping qualitative as well as quantitative record of test/task results

Assessment in the classroom involves learners in:

- Reflecting on their learning
- Communicating their learning to teachers and peers
- Evaluating work produced by themselves and by others against known rubrics
- Sharing their learning and understanding with others
- Using a variety of styles and abilities to demonstrate their learning
- Analysing their learning and understanding what needs to be improved

For free exchange of evaluative feedback to be possible, an atmosphere of trust and cooperation between teachers and learners must be established not only within the classroom but across the ISH community. Without such an atmosphere, evaluation can be experienced as destructive rather than constructive, and, conversely, poor relationship can inhibit effective communication of information about what needs improvement. To be effective, formative assessment must therefore take place in an environment which is positive and supportive.

5. Summative Assessment

Summative assessment is assessment of learning. It is undertaken at the end of a unit or topic and aims to give teachers and students a clear insight into students' understanding. Summative assessment marks the culmination of the teaching and learning process, but it is not the purpose of the teaching and learning process; it gives students opportunities to demonstrate what they have learned.

Our summative assessment can and will usually assess several elements of learning simultaneously in order to inform and lead students to improve their integrative and transdisciplinary learning skills; it measures understanding of central significant ideas, and encourages students to undertake action. Primarily, summative assessments are intended to achieve the following;

- To give students the opportunity to demonstrate their knowledge and skills (rather than to identify what they do not know or cannot do);
- To help teachers to evaluate the effectiveness of their learning and teaching processes.

- Summative assessment at ISH will enable students, teachers and parents (the latter via the reporting process) to gauge the level of student performance and enable greater academic achievement in externally assessed components, as well as reach a more complete understanding of the topic and grasp of the associated concepts.

6. Specific Features of Assessment in the Diploma Programme

Final (summative) assessment in the DP is criterion-related and holistic, non norm-referenced. Formative and internal summative assessment will be used to promote student learning as well as to work towards achieving the ISH mission.

Assessment will be valid, reliable, consistent, transparent and relevant. Targets used in assessment will be attainable given the level of learning reached by students.

Tutors will use their overview of student progress to assess to assess the trans-disciplinary achievements of their tutees as a reflection of their understanding and embodiment of the IB Learner Profile.

Formal Examinations

- Students will have had exposure in previous years to examinations, to allow them to develop skills in the areas of revision, time-management and topic analytics
- DP1 students will take end-of-year (May/June), a 'mini-mock' examinations.
- DP2 students will sit a 'mock' examination in February.
- The outcome of any formative assessment in DP1 and DP2 will have a significant weighting when determining student predictions for the purpose of university applications.
- Before the external DP examinations occur, students will have thorough experience and understanding of IB regulations and expectation in all areas including academic honesty and special circumstances such as those regarding extra time, calculators, dictionaries, etc.

Internal Assessments

For many DP subjects, a part of the final grade is determined by performance in internal assessment tasks done by the student throughout the DP programme. The tasks contribute to overall grades, and are subject to strict regulations on how they can be completed and the assistance that can be provided for students completing the tasks.

Each course will have its own regime and weighting for internal tasks and assessment which will be communicated by the class teacher. Students will be provided with clear timelines for the completion and submission of these tasks and should ensure these are not breached.

Extenuating Circumstances

At the discretion of the school and the IB (if it is a formal assessment), a student may be deemed to have suffered from extenuating circumstances in completing an assessment. In this case, adequate arrangements will be made to ensure that the student has reasonable period of time in which to complete the assessment, or, in cases where an assessment is incomplete or missing, for other assessments to be used in determining a student's attainment. Such adjustments will always be made in strict adherence to the prevailing IB regulations.

Reporting of Final Assessments

The final diploma award is determined by a combination of internal and external assessment of six subjects, each graded on a scale of 1-7 (low to high). Additionally, points are awarded for two of the core constituents: Theory of Knowledge and the Extended Essay. A total of 45

points is available to each candidate and constitutes the maximum reported grade. The external examinations will be taken at the International School of Helsingborg in May of DP2. As part of the formal assessment process, the school is required to submit predictions on a student's expected grade outcome which will be used in some university application systems. This process of prediction is conducted through analysis of the student's academic performance and is reviewed for consistency across each diploma year and between diploma years.

Feedback

Reporting of student progress and attainment will be offered during the academic year, through various modalities including at parent teacher evenings. The reporting will take into account both formative and summative assessment and teachers' professional judgement.

Late Submissions

In line with a positive philosophy of education, students will not lose marks for their work on account of late submission. However, depending on the nature of the task and situation, it is possible for the grade for a piece of work not to be recorded formally, resulting in zero marks for a particular assignment.

Plagiarism

The school is committed to maintaining the utmost academic honesty throughout assessments, as outlined in the [Academic Honesty Policy](#) (underlined need hyperlink).

Data Recording and Analysis

Data from summative assessments will be stored in a systematic way consistent across the Diploma Programme. This data will be made available to those with a wider responsibility for students, including mentors, to provide useful information about individual student needs, and provide opportunity for students to reflect on their progress.

7. References

1. AKA, Hyderabad Assessment Policy 2012
2. UWC Dilijan, Assessment Policy - Revised September 2014
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4. International Baccalaureate Organisation.
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 - Guidelines for developing a school assessment policy in the Diploma Programme. ©2010
5. Garrison, Catherine, Dennis Chandler & Michael Ehringhaus. 2009. *Effective Classroom Assessment*.
6. UWC Maastricht, Assessment Information MYP2-3. 2016