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Whole School Assessment Statement

International School of Hellerup has developed this Assessment Policy following the guidelines set out by the International Baccalaureate (IB). This policy provides clear guidelines to all involved within the school as to the methods, styles and criteria for assessment at ISH. International School of Hellerup implements both the IB PYP and the IB MYP, and the IB DP from Preparation class to the completion of the IB Diploma.

This policy has been created in the interest of all stakeholders at the school, including, the board, administration, parents, students and teachers. This policy looks into the implementation of assessment, the criteria for success through assessment and criteria, and the procedures for collating data with providing feedback to students and parents. This policy is designed to work in conjunction with the ISH Academic Honesty, Admissions, Language, and Inclusion policies.

Assessment Philosophy

The primary aim of assessment at International School of Hellerup is to support and promote students learning. Rigorous assessment is essential in providing students with ongoing evaluations and feedback on their academic achievements within the subject areas to monitor and measure student progress. Pre-arranged, clear criteria are provided to students so that they know what expectations are placed upon them, thus motivating students in their learning in order to meet subject objectives. These tools also allow teachers to tailor their approaches to teaching to meet the needs of individual students. Assessment tools are in place so that students make the transition between the Primary Years Programme, the Middle Years Programme, and the Diploma Programme smoothly, as they build upon their knowledge and understanding.

Learner Profiles at work

Knowledgeable: We understand that good assessment allows students to demonstrate in-depth knowledge and understanding across all subject areas.

Principled: We believe that assessment involves honesty and integrity. Students in completing assessments take responsibility for their learning.

Communicators: We understand that assessment is about the communication of understanding – which can happen in many different formats.

Risk-takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Purpose of Assessment

Assessment has many functions and facets to all involved with our school community. Primarily, assessment at International School of Hellerup is a tool for teachers to establish a picture of students' understanding and monitor effectiveness of programme taught. Additionally, it enables teachers to analyze and address areas of concern, areas for student development and implement strategies, which address highlighted individual student learning needs. Assessment also supports student learning through receiving feedback in relation to set criteria or expectations. With this feedback students of all abilities can build strategies for further improvement and instill a sense of motivation. Finally, assessment enables parents and support professionals to gain insight into student progress and give necessary feedback.

Assessment at International School of Hellerup includes a number of internal assessment tools to constantly monitor the individual student's academic achievement. Teachers use a variety of methods and tools to ensure that assessment is meaningful, purposeful, ongoing and age-appropriate for all individual students at ISH. Assessment at ISH is a learning tool for the student. Students are informed of their individual achievement and can measure this against pre-determined criteria. A strong belief that we have at International School of Hellerup is that assessment should assist students in identifying areas of strength and areas in need of further development. Student results are compared to set criteria and not against other individual students.

ISH has developed a systematic approach to assessment where student's records of achievement are constantly up-dated using both formative and summative assessment data, which is reported regularly to families.

Structure of Assessment

All assessment and recording of assessments is based upon the IB philosophy on assessment. Students at International School of Hellerup are constantly provided with ongoing formative and culminating summative assessment tasks. These tasks and expectations are supplied to students in advance of tasks to give clear guidance into the steps to success. The faculty at ISH takes into account the varying needs of students based on their individual backgrounds, language abilities and learning styles.

Expectations of students increase as they progress through the programmes of study and these expectations are derived from subject provided objectives. All assessment is internally standardized under the supervision of subject leaders and the appropriate programme coordinator. These practices are regularly reviewed and refined by teachers to ensure unity across the programmes and subjects through standardization and annually through reflection on units, feedback from students and parents.

Methods of Assessment

Teachers at International School of Hellerup use a range of formative and summative assessment tasks, methods and styles that are age-appropriate in order to ascertain student performance and progress. Students are assessed in the understanding of the unit content, of context and conceptual understandings through disciplinary, interdisciplinary and trans-disciplinary activities.

The faculty utilizes diagnostic assessment tools (surveys, questionnaires, tests) in order to determine incoming students' needs and tailors their learning accordingly. This provides a collection of information to faculty about students' knowledge, understanding and skills in the various subject areas. With this information individual teachers are able to differentiate within the classroom environment.

Homework

Homework at ISH is assigned to students in order to solidify learning that occurred in the class. Homework is assigned to students based on their developmental level, with homework expectations increasing in length and complexity as students grow. Teachers should aim to set tasks that are accessible for their students and that will assist learning retention and allow students to demonstrate thinking and understanding. ISH believes that parents and students are responsible for ensuring that homework is completed and submitted in a timely manner. Specifics on homework expectations for students can be found in the Parent/Student Handbook.

Programme Specific Aspects of Assessment

PYP Assessment

Within the PYP (Pre-K-Grade 5) an emphasis is placed on creating a continuum as students' progress through the programme culminating in the PYP 5 Exhibition. Formative assessment takes precedence within the PYP to support individual student learning. Each unit of inquiry includes both formative and summative assessments as tools to gauge student progress.

An essential element in the PYP is to use assessment as a tool to guide instruction. At ISH assessments are positive and meaningful. Each Unit begins with an initial assessment to gauge students' prior knowledge and skills. The teaching and learning cycle utilizes relevant and authentic information derived from a wide range of formative assessments. Students are taught to be competent at self-assessment and their reflections are an integral part of their learning process.

Formative assessments are ongoing, varied and continuous and include rubrics, checklists, continuums, observations and discussions. Formative assessments engage students, provide regular feedback and enable them to reflect on their learning.

Summative assessments demonstrate students' understanding of the central idea and the lines of inquiry and can take place at the end of a unit. Summative assessments evaluate the acquisition, development and application of the central idea, the lines of inquiry, related transdisciplinary skills, attitudes and learner profiles.

At the end of the units, students are asked to reflect on their experiences and make contributions to their portfolios. These are a vital piece of the annual student led conferences, which take place in March each year.

MYP Assessment

Within the MYP teachers adopt a variety of assessment tools and strategies to collate assessment profiles for students, such as self and peer assessment, task rubrics, teacher observations, written feedback, using criterion related assessments, modified assessment criteria and task specific

clarifications. All assessment practices and reporting is based on criterion related assessment and reported to parents four times a year using the achievement levels stated in the published guides. Assessment is ongoing and ISH staff uses the best-fit approach in coming to a final grade for the students.

From grades 6-10 (MYP 1 - MYP 5) students are assessed using criterion related assessment which all students have access too. Most assessment is internal, and few students are required to sit any external examinations set by the Danish government. All student work is assessed against the MYP subject criteria and modified from the published subject criteria. A final grade is created by assessing each individual student against each assessment criteria a minimum of two times.

The MYP students complete their Personal Project while in MYP 5. This is assessed using the official PP assessment criteria. Projects are assessed by a team of four teachers, who standardize their results before sending the PP's for external moderation by the IBO. Results for this culminating activity are reported to parents in the final report of the year.

DP Assessment

The primary aim of assessment in the Diploma years is to support curricular goals and encourage appropriate student learning. Course aims and objectives are evaluated through a series of ongoing assessment, both formative and summative.

The Diploma Programme differs from other IB Programmes as the majority of formal, summative tasks are assessed by outside examiners. Assessment for all DP tasks are criterion related.

Students receive ongoing formative assessment, designed by the teacher, which is meant to help students understand how excellence is demonstrated in their subject area. Students are expected to be more independent, and should be working with teachers to understand their own strengths, weaknesses, and how to overcome these.

Formative assessment uses the official criteria and rubrics found in the IB Subject guides. Formative tasks include teacher-supported self-evaluation, systematic use of detailed assessment descriptors, and teacher mediated peer evaluation, among a wide variety of other assessment tools. End of course assessments will also be adapted and used formatively as part of the learning process.

As part of the collaborative planning that ISH fosters in developing our Diploma Programme, DP teachers set assessments throughout the year on one centralized calendar, so that subjects are aware of, and respectful of, assessments in the Programme as a whole. This calendar is kept by the DP Coordinator, and accessible for students. Limits are placed on the size and number of assessments faced by students in any one week.

DP student understanding is assessed at the end of the course, and assessments are based on the whole course, not just aspects of it. Students are expected to be able to recall, adapt and apply knowledge learned throughout the two years of the programme to new questions and contexts. Final DP Examinations are held in May of the second year of the programme. Examination conditions are explained to students before the examination period, and all IB guidelines for administering these examinations are strictly followed.

As part of the IB Diploma students participate in six subjects of study, as well as completing the core elements of TOK, CAS, and the Extended Essay. These core elements are integral parts of the Diploma Programme assessment.

Recording and Reporting Student Assessment

At ISH the official IB methods of reporting are used in all three programmes. We do not assess students following any other system.

Student's academic progress is recorded and reported regularly, through the schools recording system, *Managebac*. Staff report home through progress reports twice a year at mid-term, and grade reports twice a year at the end of each term. Teachers continually up-date the students' record of achievement profiles on the *Managebac* system when formative and summative assessments are completed for units of work. In the PYP, progress reports are sent home once a year, in October, as Student Led Conferences and Portfolio presentations replace the 2nd progress report in the Spring.

Assessment information is regularly analysed by class/subject teachers, against published criteria, and every student is individually analysed. Feedback is continually provided to parents and students as they have access to their assessment profile through their password protected online accounts on the *Managebac* system.

Implementation of this Assessment Policy

Teachers are responsible for ensuring the timely, thoughtful and ongoing assessment occurs in their classrooms. The Programme coordinators, who are always available to assist teachers needing more support with assessment concepts, oversee teachers. Programme Coordinators, working with subject leaders take responsibility to evaluate and review the assessment policy.

New staff takes part in an induction programme, which includes detailed description of the assessment policy and practices here at ISH. As needed or required, new staff is also sent to IB workshops, to learn more about the programmes and subjects that they teach.

Policy Links

This policy is to be used in conjunction with the ISH policies on Academic Honesty, Admissions, Language, and Inclusion. The five documents were written and designed to work as body of concepts, limiting repetition of ideas between policy documents. This policy document is also designed to work hand-in-hand with the Parent/Student handbook, which explains concepts for each programme in further detail, and uses more parent and student friendly language to aid in clarity.