

# Assessment at ISH Policy Statement



International School  
of Hellerup

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## **Whole School Assessment Statement**

The 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 for the three IB programmes: PYP, MYP and DP.

This policy has been created in the interest of all stakeholders at the school, including the board, leadership team, teachers, students and parents. It is designed to work in conjunction with academic honesty, homework, admissions, language, and inclusion policies.

## **Assessment Philosophy and Purpose**

The primary aim of assessment at International School of Hellerup is to support and promote student learning. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Educators work together to form an understanding of the reasons for the assessment and to define what needs to be assessed, the method of assessment, and the criteria for success.

Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. By these means, student learning and the effectiveness of our teaching can be reviewed and this forms the foundation on which to base future planning and practice. In addition, it assists with the implementation of strategies which address individual student learning needs. Through receiving feedback in relation to set criteria or expectations, students of all abilities can build strategies for further improvement and instil a sense of motivation. Finally, assessment enables parents and support professionals to gain insight into student progress.

## **IB Learner Profiles and Assessment**

We refer to the IB Learner Profile to guide us with regard to our assessment procedures:

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 take responsibility for their learning through the completion of assignments.

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.

## **Structure of Assessment**

All assessment and the recording of assessments is based upon the IB philosophy on assessment. The school uses different types of assessment to support students' learning process:

*Pre-assessment:* pre-assessment is used to determine existing knowledge and experiences.

*Self-assessment:* students actively reflect on their performance on assignments.

*Peer and group assessment:* students actively evaluate each other's learning by providing feedback.

*Formative assessment:* formative assessment is woven into the daily learning process. It provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.

*Summative assessment:* summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of various contexts and formats.

*Assessment tools:* a number of assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment.

*Rubrics:* rubrics are established sets of criteria used for grading student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

*Benchmark / exemplars:* these are samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.

*Checklists:* these are lists of information, data, attributes, or elements that should be present.

*Anecdotal records:* anecdotal records are brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

*Continuums:* these are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.

*Class assignments, tests/exams results:* these scores provide data to allow teachers to track student progress and achievement in order to better support students' further learning and evaluate, plan and develop the curriculum.

## **Assessment Strategies**

Assessment strategies help us answer the question, “How will we know what we have learned?” The range of approaches selected provide a balanced view of the student.

*Observations:* all students are observed regularly with a focus on the individual, the group, and/or the whole class.

*Performance assessment:* students are presented with a task or real-life challenge that require the use of a repertoire of knowledge and skills to accomplish a goal. It entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires developing an authentic product or performance.

*Transdisciplinary skill assessment:* examples of transdisciplinary skills are research, thinking, communication, self-management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts

*Open-ended assessments:* students are presented with a challenge and asked to provide an original response.

*Tests / exams:* these types of assessments identify specific knowledge and understanding. They provide an overview of knowledge gained over a set period of time. Both internal and external tests are used.

*Portfolios:* An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection.

Grade level teachers use common assessment types, tools and strategies within the same area of learning.

## **Homework**

Homework is assigned to students in order to solidify learning that occurred in the class. It is based on students’ developmental level. Homework expectations increase in time allocation and complexity according to grade level. 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. Students are responsible for ensuring that homework is completed and submitted in a timely manner. Please see the *Homework Policy* for more information.

## Programme Specific Aspects of Assessment

### PYP Assessment

An essential element in the PYP is to use assessment as a tool to guide instruction in a positive and meaningful manner. 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. At the end of the units, students are asked to reflect on their experiences and make contributions to their portfolios.

### *PYP Assessment Criteria*

This is the PYP assessment criteria used for developmental stages:

<b>N</b>	Not reported this semester. There was not enough assessment information.
<b>Beginning</b>	Demonstrates achievement in only a few of the expected learning outcomes. Considerable teacher support is needed.
<b>Developing</b>	Demonstrates achievement of some of the expected learning outcomes, but lacks consistency. Some teacher support is needed.
<b>Secure</b>	Demonstrates achievement of the expected learning outcomes. Little or no teacher support is needed.
<b>Extending</b>	Consistently shows effort above and beyond expectations. Little or no encouragement is needed.

This is the PYP assessment criteria used for effort:

<b>N</b>	Not reported this semester. There was not enough assessment information.
<b>Beginning</b>	Shows no effort or minimal effort. Considerable encouragement is needed.
<b>Developing</b>	Sometimes shows effort but lacks consistency. Some encouragement is needed.
<b>Secure</b>	Regularly shows effort. Little or no encouragement is needed.
<b>Extending</b>	Consistently shows effort above and beyond expectations. Little or no encouragement is needed.

## ***Reporting and Documentation***

Written Report Card: In PYP, report cards are delivered to parents mid-year (December) and at the end of the school year (June).

Conferences: Students' learning goals are presented during the parent-teacher conferences in October. Student-led conferences take place in spring. Students celebrate their learning growth through performance and goals. Students share with their parents what they have done within the transdisciplinary themes across subject areas.

Portfolio: The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

Exhibition: Exhibition takes place in spring. Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through the PYP. The purpose of exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

## **MYP Assessment**

From grades 6-10 (MYP 1 - MYP 5), students are assessed using criterion-related assessment that is modified from the published subject criteria. A final grade is created by assessing each individual student against each assessment criterion a minimum of two times over the course of the school year. Both formative and summative assessment levels are used to determine a student's final grades.

- Students are graded based on subject-specific criteria.
- Each subject has 4 criteria.
- Students are graded using Formative and Summative assessments.
- A formative assessment takes place during a unit and students receive feedback from their peers as well as the teacher. Formative assessments take place prior to the Summative to prepare students for the final task.
- Teachers provide feedback on tasks submitted to ensure student growth.
- A summative assessment takes place at the end of a unit.
- Students must meet deadlines for all work. Work submitted after a deadline will receive a zero, 0.
- Teachers use the "best fit" approach when determining a student's final grades.
- ManageBac is used to track assessments and grades and provide feedback.
- Students studying for the Danish FP9 exam will be assessed on the Danish and IB scale.

## ***MYP Assessment Criteria***

The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
<b>Language and Literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

## ***Personal Project in MYP 5***

Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through the MYP. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the MYP.

## **DP Assessment**

The Diploma Programme differs from the other IB Programmes as the majority of formal, summative tasks are assessed by outside examiners. Assessment for all DP tasks are criterion related. As part of the IB Diploma students participate in six subjects of study, as well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). These core elements are integral parts of the Diploma Programme assessment.

The Diploma Programme 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.

Mock exams are held at the end of third semester of the programme while the final DP Examinations are held in spring of the fourth semester of the programme. Examination conditions are explained to students before the examination period, and all IB guidelines for administering these examinations are strictly followed.

## **Recording and Reporting Student Assessment**

### ***The Written Report***

Secondary School Progress Reports are written at the end of first semester and record assessment feedback. A Summative report is written at the end of second semester. These are compiled of written comments about work covered, progress made, the student's attitude and grades.

### ***Conferences***

Parent/teacher conferences: teachers use this opportunity to discuss student progress to address any concerns and to help define the role of the parent in the teaching and learning process.

Student goal led conferences: given that students are at the centre of their learning and assessment they are involved in the process of reporting their achievements. These conferences are designed so the student can share a portfolio of work with their parents and explain their progress, achievements and future goals.

### ***External Examinations***

Students in MYP 5 and DP 2 undertake formal exams coordinated by external bodies.

## Assessment Grades

The different divisions of school use specific grading procedures in order to best reflect the level of academic ability of the students. In the MYP and DP, the 1-7 grading system recommended by the IBO is implemented. Final grade descriptors are described below. These are set out by the IB.

7: 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.

6: 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.

5: 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.

4: 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.

3: 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.

2: 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.

1: 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. N/A Not Yet Assessed.

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. Teachers expect students and parents to access their grades and feedback regularly.