ISRM Assessment Policy

Our Philosophy

Assessment is the process of tracking the growth and development of our students by collecting evidence from a variety of sources to measure student attainment of curriculum outcomes across assessment criteria. This enables teachers to provide feedback, to guide future instruction, adapt their techniques and to promote student learning and growth through the application of reflection and meaningful goals. Evaluation of assessment tasks allows teachers (and students) to judge the quality of student work against identified criteria and assign a value to represent the level of achievement attained. The lead up to assessment should help provide the means to guide students toward a greater understanding and success.

Formative and Summative Assessment

Formative assessment represents the process of gathering, analysing, interpreting and using evidence to improve student learning. It is integrated into the daily learning process and is an integral part of instruction. It provides teacher and students with information about how learning is progressing. It helps the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs. Results of formative assessment are used by students to monitor their own progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals. In other words, formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement and are used to evaluate student knowledge level.

Formative assessments are used by the teacher and student to reflect on what knowledge and skills have been learned and developed and can be applied.

Examples of formative assessments in the MYP classroom may include:

- Class Observations
- Process Journals
- Data Interpretation
- Group discussions/debates
- Self-evaluations
- Checklists
- Visualisations
- Inventories
- Journal Entries
- Quiz or Test
- Spontaneous Response
- Peer Reviews

Summative assessment occurs at the end of a period of learning (implies time based, not knowledge/competence based) when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessment is used by teachers to make judgments about the quality and quantity of student learning on the basis of established criteria, to assign a value to represent that quality and quantity and to support the communication of information about achievement to students, parents, the MYP coordinator (or colleagues) Pedagogical Advisor, and administrators.

Summative assessments take place at the END of the teaching and learning process and allow the student the opportunity to develop and show WHAT HAS BEEN LEARNED and provide samples of their work to show their understanding. It also helps the teacher judge the level of achievement the student has attained. Examples of summative assessments in the MYP classroom may include:

- Model Production
- Investigations
- Research Projects
- Essays (Argumentative/Persuasive)
- Questionnaires
- Exams
- Performances Presentations (oral, written, multimedia)

Assessment in Practice

In lessons and through assignments, a unit topic is explored. A summative assessment is announced at least one week in advance - and often negotiated with students for the exact timing for in-class assessments. The types of assessments should be varied by the teacher and may include:

- Projects
- Oral interviews
- Examinations
- Written assignments
- Presentations
- Media presentations
- Extended writing
- Exhibitions
- Socratic Seminars
- Research projects
- Essays
- Case studies
- Drama sketches
- Debates
- Finished artwork
- Interdisciplinary projects
- Developmental workbooks
- Lab reports
- Classroom observation

Assessments are varied to provide students with the greatest chance to express what they know and can do and allows for different learning styles. The assessment includes a set of instructions and the criteria by which the student's performance will be assessed. Often, the student has the criteria before the assessment takes place. Criteria are sometimes modified to apply to specific assessment tasks or to suit the grade-level expectations. The assessment is handed out, collected and assessed by the teacher. The teacher assesses the work according to the criteria and awards an attainment level for each of the objectives assessed. The assessed work is then shared with the student.

It is then that a teacher must provide feedback to the student about the work and the student may constructively question the attainment level awarded. Students are encouraged to reflect upon their grades, to cross-examine this with the assessment criteria. Any questions should be addressed towards the teacher during the feedback session. The attainment levels reached in each criterion are then noted down with the other levels attained on previous work. Teachers aim to give students the greatest chance at showing what they can do and so each criterion will be assessed. At least twice over the course of an academic year. This helps when a student might be ill during the time of the assessment, who did not understand the work or the assessment (EAL students or newly arrived to the school) or was a risk-taker who experimented with a different approach. Students are encouraged to share their assessments, their grades and their feedback with their parents/guardians to ensure a transparent process.

Subject Specific Assessment Criteria

The IBO MYP lists the most important things to learn in each subject. These are called the 'criteria' for the subject. For each criterion, students receive a certain number of points depending on how well they have done on schoolwork, tests, assignments, and exams. There are eight MYP subjects, each with its' own set of criteria in grades 6 to 10. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained rubrics. Scores on the criteria in each subject are added up. This sum is translated into an MYP Grade ranging from 1 to 7, lowest to highest.

Subject Group	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & 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 & Understanding	Developing	Thinking creatively	Responding

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Evaluating	
IDU	Evaluating	Synthesising	Reflecting	

Each criterion (A, B, C, D) for each subject group is broken into different achievement levels with numerical values from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to attain a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level. Given that the MYP published assessment criteria are holistic, teachers are asked to develop task-specific clarifications for the different achievement levels and level descriptors on the assessed rubrics. Task-specific clarifications will bring a level of specificity to the assessment criteria and help students understand the precise areas that are being assessed.

Achievement Levels/Level Descriptors

Teachers will grade all summative assessments against the pre-described IB MYP subject group rubrics. The teacher will determine whether the first descriptor describes the performance of the summative assessment. If the student work exceeds the expectations of that level descriptor, the teacher will then determine if the performance is described in the second level descriptor. The teacher will continue this until the summative assessment does not fall under a specific level descriptor.

Teachers will use their professional judgment in determining which level descriptor best fits the student's performance on the assessment, as sometimes students may not show accomplishment in lower achievement levels but yet may do so in a higher level. To prepare teachers to make the best possible professional judgments when assessing rubrics, ISRM has provided professional development days and collaborative planning time to all teachers to work on standardizing grading practices. Teachers who teach the same subject group and grade-level students are expected to collaboratively plan for units and assessments to create consistency and reliability among assessments. The school leadership team, with the support of all MYP teachers, has collaboratively created an IB equivalent chart to help assist all stakeholders in understanding how the percentage earned on an assessment equates to the level of achievement as determined by IB. All stakeholders are shown this equivalent chart multiple times throughout the academic year.

For all summative assessments, students are provided with documents with which they will be assessed. ~~It~~ These provide~~s~~ guidelines on what teachers will be looking for when assessing the students' knowledge and deeper understanding of the unit ~~and unit question~~. It also helps the students know what is expected of them so that they can prepare and do their best.

Final 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student. They are not specific to any subject group.

Achievement Level	Grade Descriptor
Grade 1 (Very Poor) Boundary: 1 - 5	Minimal achievement in terms of the objectives.
Grade 2 (Poor) Boundary: 6 - 9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 3 (Mediocre) Boundary: 10 - 14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

Grade 4 (Satisfactory) Boundary: 15 - 18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5 (Good) Boundary: 19 - 23	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6 (Very Good) Boundary: 24 - 27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7 (Excellent) Boundary: 28 - 32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Criterion-related Assessment

Criterion-related assessment is a fundamental aspect of assessment at MIS. Criterion-related means that performance is assessed against a set of explicit objective statements made known to the students in advance of the assessment. In practice, this means that students work is matched to a set of level descriptors forming a contiguous hierarchy. Rubrics are a common approach to criterion-related assessment. The published IB MYP criteria are used for all grade levels.

MYP Grade Criterion	ISRM Year Groups
Year 1	MYP 1
Year 3	MYP 2 & 3
Year 5	MYP 4 & 5

Assessment By Criteria

The levels attained for each of the criteria are collected and the subject teacher judges the level at which the student is operating. The final levels are added up and compared to a set of ranges, each range being represented by a grade level.

An example is the four criteria used to assess subject areas. As the assessments are done, the teacher records the level achieved in a table such as the one below:

IB Equivalent Chart A

Assessment	Criterion A	Criterion B	Criterion C	Criterion D
Assessment 1 (Semester 1)	6	6	6	x
Assessment 2 (Semester 1)	6	5	5	x
Assessment 3 (Semester 2)	6	6	3	3
Assessment 4 (Semester 2)	x	x	x	6
Final:	**6**	**6**	**5**	**6**
				Total: 23

IB Equivalent Chart B

Final Grade	Level Boundary
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

How to Arrive at These Levels?

Each piece of work is valued differently depending on its level of difficulty and the effort needed by the student. Also, the level of working knowledge of how the student can express themselves in English is considered. Observed evidence from the classroom is also used to reach a final criteria level. In the above example, the reasoning behind the choice of levels was because:

- Criterion A: the student consistently achieves a level 6.
- Criterion B: the student found this criterion difficult at first but tried hard and steadily improved performance. The teacher is confident that the student has reached attainment level 6 and so awards that level.
- Criterion C: the student achieved a weak 6 and then a strong 5 after that the student did not perform well in the last assessment. In this case the teacher has judged that the student is normally operating at a level 5 and that the last assessment was not representative of what the student can do.
- Criterion D: The student has achieved two very different levels. Technically the student has not achieved any level in between so it is problematic to award a 3 or a 6 level. More evidence would be needed so the teacher would need to set another assessment to gather more data. The final 'number' or total is considered a number with a level boundary. The subject teacher would allocate a final grade using the table below and provide the student with a final grade.

Final 'grade' Level boundary

Final 'grade'	Level boundary
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

Assuming the student achieved a 6 in the last assessment – that would mean the total of the assessment levels would come to 23 and that the student would receive a final grade of 5. This final grade is reported on the term reports and on the final school transcripts should the student move or need a record for further education.

Articulation through the MYP

Assessment is designed to be articulated horizontally within grades and vertically across MYP Grade 1 to 5 based on the development of assessment criterion in each subject area. Teachers must consider the following when considering how to best prepare student as the program advances and leads toward e-Assessment in MYP 5:-

- Promote student familiarity and understanding of assessment criterion and assessment stands in each grade.
- Consistent delivery and application of Approaches to Learning (ATLs) in preparation for formative and summative assessment.
- Communicate assessment practice, examples and opportunities for student reflection within subject groups and across grade levels.
- Consideration of past and future assessment criterion and practices.
- Student reflection of assessment practice after each unit.

Language and Support

If additional support is required for students with special educational needs or language needs, then formative assessments, teacher feedback, coordinator observations and communication with the IBO is used to assess what provisions are required to support each individual student to access assessment in a meaningful and responsible way.

In relation to eAssessment, the Learning Support Coorindator, Language Support Coordinator and MYP Coordinator will use pre-established internal provisions to notify the IBO of required external provisions in October of each academic year.

(See Inclusion Policy and Language Policy for further details).

eAssessment

As a leader in international education, the International Baccalaureate (IB) is committed to preparing students for the challenges of today's world. IB programs assess understanding and skills that go beyond memorizing facts and figures. In an era of rapid change and an ever-increasing flow of information, students need to demonstrate their ability to organize knowledge and use it critically and creatively. The IB knows that students are increasingly digitally aware and engaged with technology, which is why the Middle Years Programme (MYP) is pioneering an innovative assessment model for Grade 5 students that goes beyond traditional examinations. MYP external assessment provides a balanced and age-appropriate strategy that schools can use to validate student achievement. Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period.

Onscreen examination subjects	Mathematics	Language and literature	Sciences	Optional eAssessment
	Language acquisition	Individuals and societies	Interdisciplinary	
			individually, externally marked	
Course work ePortfolio	Language acquisition	Physical and Health Education	Design	
	Arts			
			internally marked, externally moderated (dynamic sampling)	
Personal project			*internally marked, externally moderated (dynamic sampling)*	