

IB Middle Years Programme The International School of Älmhult's Assessment Policy

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process. (IBO January 2001)

Assessment principles we adhere to:

Assessment at ISÄ is guided by the following principles:

1. Assessment accounts for a variety of learning styles.
2. Assessment is differentiated to account for the diverse backgrounds of learners.
3. Students have a wide variety of different assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performance, tests and examinations, research papers, peer and self-assessment).
4. Assessment is criteria-referenced, so that students are assessed against subject learning objectives. These learning objectives are published for each subject and grade level, and are available to parents and students.
5. Assessment measures what students understand, what they can do and what they know.
6. Assessment is both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge at the end of a unit).
7. Assessment is on-going and reflective, allowing
 - a. students to evaluate their progress and set targets for improvements; and
 - b. the school to evaluate the measure of success in meeting specific learning objectives.
8. Assessment is internally moderated, both at departmental and grade level to ensure consistency.

In addition,

1. Attainment grades awarded for any particular piece of work reflect a student's level of performance as measured against specific subject criteria.
2. Each criterion is assessed at least twice during each school year.
3. At the end of the each term, reporting reflects the level of achievement that the teacher judges to be the 'best fit'¹ for the assessment completed during that term.

Awarding Grades

In accordance with Swedish law, reporting of a student's grades begins in MYP 2. All students in MYP 2-5 receive two report cards per year, one at the end of each term.

¹ After gathering sufficient evidence from a range of assessment tasks, a teacher must decide which level best represents the student's final standard of achievement in each criteria. (See *MYP From Principles into Practice 2008*, p 40 and *Section F, Assessment*, of the *Coordinator's Handbook 2013-2014*)

In December, students receive a Mid-Term Achievement Levels Report; and in June, the students receive their achievement levels in their Final Grades Report.

MYP 1 (considered grade 5 in the Swedish system) receive written comments once a year in the Spring term.

In each subject of MYP 2-5, the award of a final grade requires the translation of criteria-referenced levels of achievement into a single international grade. Students finishing compulsory schooling at the end of MYP 5 and who will transfer to a school in the Swedish system will receive only IB grades, but can apply through the Swedish “Frikvot” system when applying to Swedish high schools or “gymnasiet”. They will not receive Swedish grades at the end of MYP5.

Awarding Grades for the IB Middle Years Programme

The IBO has developed assessment criteria against which the student’s work will be assessed. All MYP students will receive Achievement Levels on Summative tasks, according to the published criteria.

The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve.

The criteria may be modified to suit the work the student is working with. However, for the final assessment in year 5, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student’s level of achievement for each criterion.

Final assessment

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the IBO grading system

- There are a set of objectives for each subject to match the assessment criteria.
- Every subject has four different criteria with numerical bands of 1-8.
- Grading is based on the level of achievements for each criterion.
- The final achievement level for all the different criteria is based on the year’s assessed formative and summative work and the teacher’s professional judgment. The so called “best-

fit approach"• allows the teacher to select the achievement level that best describes the student's work in all.

- After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

Assessment Tasks

Each student can expect, during the course of each semester,

- a variety of assessment tasks to be undertaken
- to be notified in advance of the objectives and criteria for each assessment task and whenever possible to be presented with a task-specific rubric. If a task specific rubric is not given, a verbal or otherwise written explanation of the assignment expectations are communicated by the teacher.

3 Way Conferences in MYP

Beginning school year 2013-2014², 3 Way Conferences will take place twice a year: Once in the Autumn Term and once in the Spring Term. The student will lead the conference and be given time in school to prepare using a Conference Preparation Form. Prior to the conference, the student will share his or her Assessment Binder with his/her parents. The end result of the Autumn conference will be a document called an Individual Development Plan that will be reviewed orally in the Spring conference.

The purpose of individual development plans is:

1. Establish individual goals for each student.
2. For students to reflect on their achievements and areas of needed development.
3. To keep parents informed of on-going developments with their child.

Support Management Plans

A student will receive a Support Management Plan for the following reasons:

- 1) The student needs to be taken out of some classes in order to have extra English support in the form of EAL lessons. The SMP will show clear targets for how and when the student is able to enroll back into the subject he/she is missing.
- 2) The student is taking is yet unable to enroll in at least one Language and Literature subject. In this case, an SMP is devised to show a clear path to how and when the student can enroll in at least one Language and Literature subject.
- 3) The student is not reaching the objectives for one or more subjects at a passing level. An SMP will show how the school is supporting the student to reach the objectives.

² As of School year 2013-2014, IDPs are not required for students in MYP 2-5 and an Individual Development Plan (IDP) is written once a year for each student in MYP 1 only. ISÄ will continue to write IDPs for students in MYP 1-5 once a year in Autumn.