

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

### What is assessment?

*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)*

At the International School of Älmhult assessment is integral to all teaching and learning. It provides a framework within which educational objectives are set and students' individual progress is continuously encouraged and monitored. Furthermore, it helps the school as a community of learners to strengthen learning across the curriculum.

### The ISÄ believes that assessment:

- monitors progress and supports students' learning;
- recognizes the achievements and needs of pupils;
- guide future planning, teaching and curriculum development;
- inform parents of pupil achievement and needs;
- provides information to ensure continuity when the pupil changes school or year group;
- produces coherent feedback for students, parents and external institutions;
- is varied and differentiated
- should be collaborated between PYP ad MYP teachers to ensure consistency;

### Types of assessment:

**Formative:** Ongoing *assessment for learning* is carried out by teachers, both formally and informally, during a unit of work. The results of formative assessments help teachers and students to set learning targets and adapt teaching materials, methods and procedures.

**Summative:** *Assessment of learning* takes place at the end of a unit of work or learning process (e.g. unit of inquiry). It aids teachers tracking pupils' progress and ensuring that learning standards and learning objectives are met.

**Diagnostic:** All assessments can provide diagnostic evidence. This type of assessment can be carried out at any time throughout the school year when an evaluation of the pupil's strengths and weaknesses is needed in order to meet learning targets.

**Self-assessment and peer assessment:** *Assessment as learning* allows pupils to reflect on what they have learnt and how they have learnt it. It encourages and supports pupils to become responsible for their own learning.

**Internal assessment:** students are assessed and evaluated by school staff internally.

**External assessment:** this is assessment or testing developed by an outside authority. Often referred to as Standardized testing.

## Practices Specific to the MYP

### Clarification of vocabulary for MYP:

**Achievement Level**= The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left hand column of the assessment criteria.

**Grade**=The number assigned to standards of student achievement. A grade is reached by applying the grade boundaries table to the student's criterion levels total. A grade can only be arrived at when all subject-specific criteria have been used for assessment.

Final grades for student work in the MYP range from 1(lowest) to 7 (highest).

Schools may also use this scale for assessment other than final assessment, but it is not appropriate for individual pieces of work.

*(From Principles into Practice (FPIP), 2014)*

#### MYP Assessment is:

- Criteria-related 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.
- Measured according to Achievement levels per IB Assessment Criteria. These levels are awarded for any particular piece of work and reflect a student's level of performance as measured against specific subject criteria.
- On-going and reflective, allowing students to evaluate their own progress and see for themselves where they need to improve.
- Internally standardized, both at grade level and department level (when possible) to ensure consistency in expectations and evaluations of student performance.
- Not a calculation of percentages or an average of overall performance, but instead is utilizing a 'best fit'<sup>1</sup> approach.

Per IB standards, students are summatively assessed on each criteria (A, B, C, D) at least twice over one school year. Formative assessment is constant and ongoing; and feedback from formative assessment may come in the form of **an achievement level**, oral feedback, written comments, class discussion, peer assessment, etc.

#### Reporting Student Achievement

*"During the five years of the programme, all schools offering MYP are required to communicate student achievement in each subject group to parents at regular intervals...MYP reports of student achievement should communicate the student's achievement level for each assessment criterion."* (FPIP, 2014)

The school uses the IBO's assessment criteria. All MYP students will receive Achievement Levels on Summative tasks, according to the MYP1, MYP 3, or MYP 5 published criteria.

All Summative tasks will have a corresponding Task Specific Rubric that clarifies for the student what is expected for the task. The teacher also shows and explains this to the student.

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<sup>1</sup> 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*)

This allows the student to keep an eye on his/her progress and to see where he/she needs to improve.

Achievement Levels will be reported in December in each subject area and for each criterion: A, B, C and D. By December, only one Summative Assessment may be ready.

A conference between the teacher, student, and parent will take place before Achievement Level reporting in December to aid in the transparency and understanding of student progress.

### **Reporting Student Grades**

*“In addition to communicating achievement levels in each of the criteria, schools may decide to award and communicate grades.”* (FPIP, 2014)

Due to Swedish law, ISÄ will not report student grades for MYP 1. Instead, MYP 1 students will receive a second Achievement Level report at the end of the year in June.

MYP 2-5 students will receive a Grade report in June for each subject area and the Personal Project (MYP 5). The grades awarded will be based on the Achievement Levels received for the entire year. The grades 1 (lowest) to 7 (highest) are awarded to students according to predefined grade boundaries based on the levels students have achieved.

### **3 Way Conferences in MYP**

3 Way Conferences will take place twice a year<sup>2</sup>: Once in the Autumn Term and once in the Spring Term. We believe parents are a strong link to student success. The student will lead the conference and be given time in school to prepare. Prior to the conference in the Spring, the student will share his or her Assessment Binder with his/her parents.

#### **The purpose of the 3 way conference is to:**

- For mentor teachers to give individualized formative feedback to the student and her guardian(s) from the other subject teachers.
- For students to reflect on their achievements and areas of needed development.
- To keep parents informed of on-going developments with their child.
- For teacher, guardian, and student to come to agreement about any actions which might need to be taken.

### **Support Management Plans**

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

- 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.
- The student 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.
- 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.

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<sup>2</sup> 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 continued to write IDPs for students in MYP 1-5 once a year in Autumn through school year 2014-2015. In School Year 2015-2016, ISÄ has phased out the written IDP for MYP 2-5, however, the 3 way conference to aid in student development will still happen in Autumn and there will be a follow up meeting in Spring.



### **National Testing**

Students in MYP 2 and MYP 4 will participate in the Swedish National Testing for the subjects of English, Swedish, and Math in the Spring Term. The purpose of which is to measure if students are achieving the Swedish grade level expectations. We recognize that students who are taught Swedish as a second language at our school are not required to meet the same grade level expectations in Swedish language. The National Test will only be effective until June 2016 due to the full implementation of the IB curriculum starting S.Y. 2016-2017. The content being assessed is externally decided upon by Skolverket. The tests are internally assessed using externally designed marking criteria.

### **Personal Project**

The Personal Project is the culminating project of MYP 5 students and is excellent preparation for students going into High School and beyond, but particularly a good preparation for the IBDP and its culminating project of the Extended Essay. The Personal Project is externally moderated by the IBO from 2016. Students are assigned a supervisor with whom they meet with for guidance and formative feedback based on the Assessment Criteria of the project.