



International School of Estonia Assessment Policy



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ISE Vision, Mission and Values

Vision

A globally minded community of diverse learners, empowered as agents of positive change

Mission

- Support a safe, caring, respectful environment that values creativity and inclusivity
- Develop self-aware learners with the tools for fulfilment in their world and beyond
- Empower individuals to set and reach high standards through best educational practice
- Encourage students to think globally and act locally

Values

- Agency
- Belonging
- Excellence
- Contribution

Statement of Philosophy

At the International School of Estonia, assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning. Assessment (formative and summative) is ongoing, shows what students know, understand and can do, and is fully integrated into the ISE program Preschool through Grade 12. Effective assessment is authentic, clear, and specific, varied, developmental, collaborative, interactive and feedback to feedforward.

ISE assessment policy is derived from the IBO assessment philosophy and principles. It is constructed around educational and pedagogical values, and represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment. Assessment plays a significant role in developing learners holistically, and as such ISE recognizes the importance of assessing not only the products, but also the process of learning.

The aim of assessment is to support and encourage student learning. ISE places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and providing timely feedback to students on their progress.

IB Learner Profile

The core of International Baccalaureate programs is the **IB Learner Profile** and the International School of Estonia celebrates the promotion of these student attributes:

- Inquirer - Acquires skills for purposeful, constructive research
- Thinker - Applies thinking skills critically and creatively to solve complex problems
- Communicator - Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker - Approaches unfamiliar situations with confidence
- Principled - Displays integrity, honesty and a sense of fairness and justice
- Caring - Develops a sense of personal commitment to action and service
- Open-minded - Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced - Understands physical, mental and personal well-being
- Reflective - Analyzes own strength and weaknesses

ISE in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

ISE definition of high quality teaching and learning

“High quality teaching and learning is learner centered, explores real-world ideas, enables individual fulfillment and builds competences for life.”

PYP Assessment Policy



What to assess

The school curriculum provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the conceptual understandings and making connections that include the development of approaches to learning. The units of learning provide a focus for student inquiry, while literacy and numeracy provide the tools for inquiry. Therefore, feedback is given on student progress and performance in each of these areas.

At ISE, student progress and performance is assessed in the following **areas**:

Preschool - PYP 5

- Approaches to Learning
- Literacy
- Mathematics
- Physical Education
- Music
- Visual Art

PYP 1 - 5

- French Language
- Estonian Culture and Language
- Advanced Estonian (for native Estonian speakers)

Comments are provided on the completion of **Units of Inquiry (UOI)**.

Additionally, feedback is provided on the attributes listed in the **IB learner profile**. This profile serves to increase the learners' awareness of, and sensitivity to, the experiences of others beyond the local or national community, thereby promoting an understanding that there is a commonality of human experiences.

Teachers support students to become self-regulated learners. Continuous reflection plays an integral part in assessment. These include peer, self, oral and written assessments,

checklists, and rubrics. Approaches to learning (ATL) skills like social, communication, thinking, research, and self-management are incorporated within the learning process. Setting goals is an ongoing collaborative process that involves all members in the learning community. Assessment is differentiated according to students' needs and follows the ISE Inclusion Policy.

How to assess

PYP Assessment has four dimensions: monitoring, documenting, measuring and reporting learning. (``Assessment in the Primary Years Programme``15) Emphasis is on monitoring and documenting learning, because this enables the teacher to give feedback for the learner. Rather than seeing formative and summative assessments as the end goal of a unit of inquiry or a learning engagement, teachers and learners are encouraged to see each of them as tools to be used when appropriate, depending on the purpose of the assessment. (``From Principles into Practice``)

Formative assessment

Formative assessment is **ongoing** and interwoven with the daily learning, and helps teachers and students find out what the students already know in order to plan the next stage of learning.

Summative assessment

Summative assessment takes place **at the end of the units** and gives the student opportunities to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge, skills, and processes.

The *assessment strategies* and *tools to assess* form the basis of a comprehensive approach. ([Appendix 2](#) and [Appendix 3](#))

An essential summative assessment is the required **PYP exhibition** ([Appendix 1](#)), an extended collaborative inquiry undertaken by students in their final year of the PYP, which provides the culminating experience of each learner's engagement with the PYP.

Standardized testing

WIDA

Multilingual learners are tested upon arrival at the school. The WIDA MODEL Summative Assessment is given to all returning identified EAL students, and the WIDA Screener Assessment is given to new non-native English-speaking students. The WIDA MODEL Online and Screener are the assessments suite of English language proficiency in all four domains: Listening, Speaking, Reading and Writing. The ISE uses personal computers or iPads for the assessment.

Fountas and Pinnell

The Fountas and Pinnell reading assessment system has accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. In PYP 1-5 it is used once a year.

NWEA MAP (Measure of Academic Progress)

NWEA MAP testing is a standardized, norm driven, computerized test in Mathematics and Language Usage that is given once a year in spring. This test is adaptive and the difficulty of questions given depends on the student answering the previous question correctly. This test is just one way teachers are able to identify students' areas of strength and concerns over time. Results from this test are used to help inform instruction. Testing available upon parental request.

Assessing early learners

A play based approach is used to assess early learners. Assessment in early years is done in various ways.

The following strategies have been used:

- Every day discussions
- Focused observation
- Anecdotal notes
- Assessment based on documentation (photos, student work)

When and how to report

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas for growth, and contributes to the consolidation of the entire school community. Because feedback is the component of assessment that lets us make sense of judgment and improve our work, we encourage both assessment and feedback. Students are assessed at various times throughout the year.

Table 1. Assessment schedule

| What | When |
|-----------------------------------|--------------------------------|
| Formative assessment | Ongoing |
| Summative assessment | At the end of each unit |
| End of Semester Report | Twice a year: January and June |
| Student-Parent-Teacher Conference | October |
| Student-led Conference | April |

How we report

ISE utilizes integrated information systems Managebac and SeeSaw for gathering and reporting assessment information. This formative and summative assessment information is accessible to parents and teachers.

End of Semester Report

At the end of each semester, a digital report card is sent home. The purpose of the report is to inform parents about the progress and achievement of the child's learning. The teachers use a range of assessment tools and strategies to compile a comprehensive picture of the child as a learner.

Early years

In the early years, the homeroom teacher will prepare a learning certificate including a positive description of the child, what the child can do in different areas and suggestions for home learning or practice, and comments from specialist teachers. The homeroom teacher will send the reports home through email and attach a copy to ManageBac that will be saved as a record but not sent home to the parents.

Programme description

PYP 1 - 5

PYP 1-5 reports include Units of Inquiry and different subject specific comments only. The comment describes the child, including their knowledge, understanding, and approaches to learning skills as well as suggestions for next learning. Literacy and Mathematics include subject specific descriptors and a comment. The reports are differentiated for each child. The report also includes a homeroom teacher comment and child's self-reflection.

Table 2. Literacy and Mathematics descriptors

| Abbreviation | Title | Description |
|--------------|-------------|---|
| CN | Can do | The learner is displaying evidence of the descriptor. |
| PR | Progressing | The learner is making progress towards the descriptor, getting there. |

Portfolios

Portfolios are collections of students' work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Digital portfolios are used in PYP1-5. Early years have an option to use digital or paper portfolios.

Portfolios are maintained throughout the year. At the elementary level, portfolios, which include examples of self, peer and teacher reflections, are shown to parents at least two times a year during the conferences. ([Appendix 4](#))

Conferences

The purpose of conferences is to give information to both students and parents. The **student portfolio** plays a central role in these conferences.

Student-Parent-Teacher conference

These are formal conferences and are designed to set personal goals for the learner and give the parent(s) information about the student's progress and needs. Teachers take this opportunity to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The student portfolio plays a central role in these conferences.

Student-led conference

See ([Appendix 5](#)) for more information.

These are formal conferences during which students are involved in discussing their work and their progress with their parents. The students, with the support and guidance of their teachers, select the work to be discussed and/or presented. The format of these conferences depends on the age of the student, and all the participants are helped to understand the format and their roles prior to the conference. The value of student-led conferences is that the students reflect on and consolidate their progress and share the responsibility of informing their parents.

Policy Alignment

ISE PYP assessment philosophy and policy align with ISE school values and other policies as outlined below. In all of these policies and procedures, the student is central.

IB Learner Profile

The IB Learner Profile states that students are reflective, meaning analyse their own strengths and weaknesses through formative self, peer and teacher, as well as formal summative assessment for success.

ISE mission statement

Our mission statement aims to support a safe, caring, respectful environment that values creativity and inclusivity, develop self-aware learners with tools for fulfilment in their world and beyond, empower individuals to set and reach high standards through best educational practice, encourage students to think globally and act locally.

ISE PYP academic honesty Policy

ISE PYP assessment Policy aligns with ISE academic honesty policy.

MYP Assessment Policy



Aims of the MYP Assessment

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning. The primary goals as stated in “MYP: From Principles into Practice” (79) of the MYP assessment at ISE are:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Implementation of Formative and Summative Assessment

Each IB MYP subject-group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the students' work will be assessed. The students will not be judged against the work of others, but against the assessment criteria which will be shown and explained. This will help the student to keep an eye on his/her progress and to see where he/she needs to improve.

Grading is based on the achievement levels attained for each criterion within numerical bands of 0-8. The achievement levels for the four criteria is based on the assessed summative work, and the teacher's professional judgment. After having worked out the achievement levels for each criteria, these are added up to determine a semester grade for each subject. ISE uses the IB MYP 1-7 grade scale to determine the semester grades in each year of the MYP. **Passing mark is grade 3 and above.**

Table 1. Formative and summative assessment

| | |
|----------------------|--|
| Formative assessment | Ongoing assessment aimed at providing information to guide teaching and improve student performance. |
| Summative assessment | Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work. |

Glossary of MYP terms (MYP: From Principles into Practice 125, 133)

Consistent with IB expectation, MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Peer and self-assessment can be important elements of formative assessment. Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject specific assessment criteria.

Formative assessment, summative assessment, and the final grade.

Teachers will analyze the achievement levels of students over the course of the marking period which represents their **summative** performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. (MYP: From Principles into Practice 92).

The key distinction between formative and summative assessment is how the results are applied. Formative assessment outcomes give guidance during a learning process and summative give an evaluation at the end of it. Formative work is everything that helps a student meet the established criteria for the summative task. Only summative assessment achievement levels count towards the semester grade. However, formative assessment results may be considered when summative tasks are missing for whatever reason as they provide evidence of student learning. Also, formative assessment results inform the teachers when using the "best-fit" approach (deciding if the achievement level is 3 or 4; 5 or 6 etc.).

The final grade is issued at the end of the school year. Final grade consists of 1st and 2nd semester summative assessment grades. Semester courses (Music, Visual Art MYP 1-4) issue the final grade at the end of the semester the course is offered.

Reasonable adjustments

Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including internal and external assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

Modification of the curriculum

Students with more challenging learning support requirements may require modifications to subject-group objectives/assessment criteria or assessment criteria descriptors. If students participate in the programme with modifications to the required MYP curriculum framework, the IB is not able to validate grades or award the IB MYP certificate. Students who complete the personal project or school-based community service requirements in MYP year 5 are eligible to receive IB MYP course results. (MYP: From Principles into Practice 85)

MYP Assessment Criteria and Achievement Levels

In the MYP, teachers address objectives (through classroom teaching and learning—the taught curriculum) and assess criteria (through formative and summative assessment tasks—the assessed curriculum).

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in each **year** of the MYP.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At ISE, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of the unit), ensuring that assessment is transparent.

The MYP assessment criteria across subject groups

All MYP subject groups have four assessment criteria that are equally weighted.

Table 2. The MYP assessment criteria across subject groups

| | A | B | C | D |
|--------------------------------------|---------------------------|--------------------------|---------------------------|---|
| Language and literature | Analyzing | Organizing | Producing text | Using language |
| Language acquisition | Listening | Reading | Speaking | Writing |
| Individuals and 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 and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| MYP Project * | Planning | Applying skills | Reflecting | |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | |

* Assessed once during the course.

Achievement levels

Each criterion has eight possible levels of achievement (0-8), divided into four bands that generally represent - the student doesn't reach a standard described by any of the descriptors following (0); limited (1-2); adequate (3-4); substantial (5-6); and excellent (7-8) performance. Each band has its own unique descriptor. Teachers use the descriptors to make "best-fit" judgments about students' progress and achievement. The "best-fit" approach reflects the criterion-related philosophy of MYP assessment which does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like" (Further Guidance for Developing MYP Assessed Curriculum). Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. **Level 0 should not be used for missing work.**

Missing Work

ISE strives to provide grades that only describe students ability in the subjects as described by the grading criteria of the IBO MYP assessment procedures. However, we also recognize the need to ensure each student's development of the IBO Approaches To Learning skills, and of the IB Learner Profile attributes. Therefore, while we believe in providing ample opportunity to submit work with individual guidance, we also recognize the need to provide consequences and report the absence of work when students do not take corrective action within reasonable time parameters.

The ISE Student-Parent Handbook states that students who miss school, for any reason, are expected to make up all missed work and tests upon their return. The teacher will determine if any additional time shall be allowed for making up missed work or tests, and the following conditions will apply:

- The student will be required to complete any work or tests no later than 2 weeks from the date of the student's return to ISE.
- If future tests or assignments are planned, which will require the student to know information/skills taught during his/her absence, the student will be responsible to "catch up" on that information/skills on his/her own time. The teacher will provide the student with any necessary resource materials needed to complete his/her self-study.
- Certain activities and experiences happen in class, which cannot be duplicated for students who are absent. Therefore, in some cases, it may not be possible for a student who is absent for an extended period, to achieve maximum marks.

Below is the general process available to teachers at the end of grading periods where students have not submitted significant amounts of work, or heavily weighted assessments like projects, papers or exams:

Option 1: Teacher uses formative assessment results. This is a temporary condition and **it is the student's responsibility** to arrange a rehabilitation schedule with the teacher.

Option 2: Teacher uses a 0 as a placeholder, pending submission of student work. If a student submits the work within established time boundaries for the grading period, that assignment loses all late penalties; it is then assessed according to its academic merits, so the grade is changed. If the student chooses not to submit the work, the grade is changed to N/A. A grade of 0 will be used only at the end of a semester when no work for that criterion has been submitted in order for the Managebac system to calculate the semester/final grade.

The final selection of any of the above options is at the discretion of the individual teacher in consultation with the MYP Principal Coordinator.

Recording and Reporting Student Achievement

During the five years of the MYP, ISE communicates student achievement in each subject group to parents at regular intervals through ManageBac Gradebook, MYP Portfolios and report cards. MYP reports convey the student's achievement level for each assessment criterion for each subject. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and is supported with advice for improvement, where applicable.

MYP Grades and Grade Descriptors

ISE operates on a **rule of "no surprises"**. Teachers must inform parents, MYP Principal Coordinator and Advisory teacher when students' marks are less than grade 4 at any time during the semester.

To determine the semester grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. ISE uses the MYP grade boundary guidelines to determine the semester/final grade on a scale of 1-7 in each year of the MYP. **Passing mark is grade 3 and above as set by the IBO.** Table 3. gives the achievement level totals converted into a grade on a scale of 1-7 with grade descriptors.

Table 3. MYP General Grade Descriptors

| Grade | Boundary guidelines (achievement level totals) | Descriptor |
|-------|--|--|
| 1 | 1-5 | 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 |
| 2 | 6-9 | 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. |
| 3 | 10-14 | 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. |
| 4 | 15-18 | 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. |
| 5 | 19-23 | 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. |
| 6 | 24-27 | 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. |

| | | |
|---|-------|---|
| 7 | 28-32 | 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. |
|---|-------|---|

Internal standardization

Internal standardization is guided by the ISE MYP internal standardization procedures document. Internal standardization of assessment involves teachers meeting to come to a common understanding of the criteria and achievement levels for student work. In doing so, teachers increase the reliability of their judgments.

Subject groups

Standardization within subject groups promotes consistency and builds common understandings about student achievement with respect to MYP objectives/assessment criteria. In general, subject groups consist of 1-3 educators teaching at different year levels. The following practices are employed for internal standardization.

- Peer review of year level summative assessment tasks within the subject group.
- Using interdisciplinary unit assessments for internal standardization.
- My IB Programme Resource Center subject specific Teacher support materials provide examples of assessed student work to guide the assessment. Analyzing the examples individually and within the subject group.
- My IB Programme Resource Center "Specimen marked candidate responses" provide examples for year 5 student responses in eAssessment subjects. These responses may be used to inform individual teacher markings and discussed in subject groups.

Personal project

The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the supervisor's internal standardized assessment. Internal standardization process ensures that all candidates are marked to the same standard (Personal project guide: For use from September 2021/January 2022 35). Each project goes through the following internal standardization procedures:

- Initial assessment (supervisor);
- Assessment by another arbitrarily assigned supervisor. An additional MYP teacher may be added to the group;
- Group discussion/agreement upon the final level of achievement (supervisor, MYP teachers);
- Standardized achievement levels and a grade with a comment issued to the MYP Coordinator to enter into IBIS, and recorded to ManageBac Projects assessment section (supervisor).

ManageBac

ISE utilizes an integrated information system, ManageBac for gathering and reporting assessment information. This summative and formative assessment information is accessible to students, parents and teachers.

ManageBac is the primary data management system used at ISE for *all* matters concerning planning and assessment. It provides the basic means through which staff should record details of teaching and assessment along with communication of these to students and parents. It should contain any documents relating to subject group procedures and practices (Syllabi, Course Outline etc.) along with daily notification of work covered. A student's achievement levels for each assigned task will automatically be visible in ManageBac along with any comments posted by staff. Notice of homework and formative and summative assessment tasks will be posted on ManageBac.

The ManageBac information system creates ISE MYP reports that are specifically designed for the MYP programme, and will help promote an in-depth evaluation of a students' learning.

Reporting formats and timeline

ISE uses report cards in which all teachers contribute assessment data from their subject, and which include achievement levels for quarterly terms and grades at the end of each semester. Report cards are used to communicate the overall results of assessed work and the progress

students are making toward the objectives of the ISE MYP curriculum. Report cards include both numerical and narrative elements. Individual teacher comments are included in MYP 5 reports for all subjects.

Reports are generated four times a year. The report content and format is reviewed each year in the spring to determine any changes for the following year.

Table 4. Reporting Schedule

| | | |
|----------------------------------|---|---------|
| First Semester Progress Report* | Mid-semester achievement levels (0-8). | October |
| First Semester Report** | Achievement levels (0-8); Semester grades (1-7); Student reflections; Teacher Comments for ELL, SEN and MYP 5 | January |
| Second Semester Progress Report* | Mid-semester achievement levels (0-8). | April |
| Second Semester Report** | Final grades (1-7)*** achievement levels (0-8); Student reflections; Teacher Comments for ELL, SEN and MYP 5 | June |

* Mid-semester achievement levels do not become part of the student’s records and are not recorded on the student’s transcript.

** Semester grades do become part of the student’s records that are sent to other schools, and are recorded on the student’s transcript.

*** Final grade consists of 1st and 2nd semester summative assessment grades.

First semester grade is based on what the teacher has assessed until issuing the first semester report. **The school assures that at least one summative assessment addressing all four criteria is completed by the end of the first semester.** This mark is not the MYP final grade but a semester grade. This mark counts towards the credit. The MYP final grade is issued at the end of the school year. It takes 1st semester grade into account, and also counts towards the credit.

Semester courses (Music, Visual Art MYP 1-4) assess all 4 criteria twice a semester for a final grade.

MYP Conferences

The purpose of conferences is to give information to both students and parents. The **student portfolio** plays the central role in these conferences. Portfolios are collections of student's work that are designed to show success, growth, higher-order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

Portfolios are maintained throughout the year, and are shared with parents at least two times a year.

- Student-Parent-Teacher Conference (1st quarter)

Student-parent-teacher conference is a formal meeting designed to set goals for the year. The student shares what she/he has done so far, and what are his/her strengths and areas to improve. The parents share what they have noticed. Then the teacher gives information about the student's progress and needs.

- Student-led Conference (3rd quarter)

The purpose of the Student-led Conference (SLC) is to share a well-rounded self-reflection on the core skills as an IB Learner in order to develop self-confidence, leadership and global citizenship in our learning community. *ISE MYP Team*

This is a formal conference during which students are involved in discussing their goals and skills with parents. The responsibility of the student-led conference rests with the student. The Conference focuses on discussing achievements related to individual SMART goal(s) and the development of ATL skills for both successes and areas of growth.

ISE MYP Student-led Conferences: Protocols and Processes document [\(Appendix 1\)](#) gives detailed information on conferences and portfolios processes.

Standardized tests

WIDA Model

Incoming students who have some knowledge of English are assessed to determine their level using the WIDA Model screener (Measure of Developing the English Language). EAL needs, entry and exit from the programme, are determined by using the WIDA Model Screener and the WIDA Model Online summative assessment.

NWEA MAP (Measure of Academic Progress)

NWEA MAP testing is a standardized, norm driven, computerized test in Mathematics and Language Usage. This test is adaptive and the difficulty of questions given depends on the student answering the previous question correctly. Testing available upon parental request.

Personal project and MYP 5

For schools ending in MYP year 5, students receive the MYP final grade for each subject group and for the personal project. Internal standardisation of the personal project is mandatory. ISE MYP Course Candidates' (MYP 5 students) projects are externally moderated by IBO examiners. MYP 5 students receive the IBO validated course results and a grade (1-7) for the Personal project.

The personal project is a cumulative learning experience, at the end of the MYP programme in year 5. It is a product of a student's own initiative and reflects his/her overall experience of the MYP. It provides an opportunity to investigate a topic of interest (RESEARCH/LEARNING GOAL), produce a creative piece of work of student's choice (INTENDED PRODUCT) and reflect on the project process (PROJECT REPORT) to demonstrate the new knowledge and skills developed through their approaches of learning.

Optional eAssessment for MYP Year 5 Candidates

ISE is currently not registering candidates for eAssessment.

MYP eAssessment is an optional service for IB World Schools that results in IB-validated grades recorded as MYP course results, which can contribute to the award of the MYP certificate. The following possibilities are available for MYP Year 5 students:

The MYP Certificate is the highest award for the MYP and results in certification by the IB Organization. Specific requirements have to be met. (General regulations: Middle Years Programme 7-8).

The MYP Course Results is the primary MYP awards document. It shows each discipline the candidate has taken and the grade achieved (1-7). It also shows the grade achieved in the personal project, interdisciplinary assessment, and that the school's community service requirement has been completed. The results document only shows positive achievement.

- At ISE students who participate in the externally moderated Personal project receive the MYP Course Certificate for the Personal Project.

The MYP Record of Participation is for MYP students who study in the programme for at least two years and complete the requirements in year 3 or year 4 and These students are not required to be registered with the IB for any form of assessment. The school-based Record of Participation is a **school-based document, not verified by the IB Organization** and is issued by the school. Certain requirements have to be met. (General regulations: Middle Years Programme 8).

- ISE awards the MYP Record of Participation for the qualifying students. In addition to the above the students must have achieved a mark 3 or above for all their MYP courses.

Recognition of the MYP Certificate

The IB Organization actively promotes wide recognition and acceptance of the MYP Certificate or MYP Course Results as a basis for continuing education, but does not guarantee recognition of the MYP Certificate or MYP Course Results by any institution or relevant authority in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying whether the MYP Certificate or MYP Course Results have recognition and acceptance.

Inclusive access arrangements are changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

ISE will follow the IB MYP learning support requirements and inclusive assessment arrangements for eAssessments as set forth in the Middle Years Programme Assessment Procedures for the relevant session (Middle Years Programme Assessment Procedures)".

Policy Alignment

ISE MYP assessment philosophy and policy align with ISE school values and other policies as outlined below. In all of these policies and procedures, the student is central.

IB Learner profile

The IB Learner Profile states that students are reflective, meaning they analyze their own strengths and weaknesses through formative self, peer and teacher, as well as formal summative assessment for success.

ISE mission statement

Our mission statement aims to “provide best practice learning which empowers individuals to set and reach high standards”. Part of best practice learning is an understanding and demonstrating integrity and honesty in all learning assignments and tasks as a student and an individual. IB MYP assessment principles guide and support reaching high standards through formative self, peer and teacher, as well as formal summative assessment for success.

ISE MYP academic Integrity policy

ISE MYP assessment policy aligns with our academic Integrity policy.

Academic Integrity

As stated in ISE MYP Academic Integrity Policy “Academic Integrity in the IB is a principle informed by the attributes of the **IB Learner Profile**. In teaching, learning and assessment, academic integrity serves to promote personal integrity, provoke respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.” Students are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

Formative assessment tasks can be used to teach, learn and practice academic Integrity, as formative work helps a student meet the established criteria for the summative task. ISE MYP Academic Integrity policy explains the expectations for the students as well as the procedure of violation and actions.

ISE MYP language policy

ISE MYP language policy supports (ELL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel when completing assessment tasks. Students can choose (where possible and appropriate) to work from multilingual sources without feeling badly about doing so. We also provide support for our English language learners through differentiating the assessment tasks so they can meet the objectives and assessment criteria.

ISE Inclusion policy

All students regardless of their learner status are expected to participate in daily teaching and learning to the best of their ability. Reasonable adjustments and modifications (see pg. 7 of this document) will be applied to assessment tasks case by case based on SEN/EAL student needs.

IBO is not able to validate grades or award the IB MYP course results or certificate for SEN students, who participate in the programme with modifications to the required MYP curriculum framework and prescribed criteria (alternative programme, ILP). Students who complete the personal project and school-based community service requirements in MYP year 5 are eligible to receive IB MYP course results. (MYP: From Principles into Practice 85).

Policy review

Policies will be revised at the beginning of each school year by the respective Programme teachers. A review process including student and parent representatives will be taken after every three years.

DP Assessment Policy



DP Assessment aims

At ISE, DP assessment is integral to all teaching and learning in that it supports student learning. As required by DP guidelines, teachers assess using the prescribed subject-group objectives and assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, DP teachers develop rigorous tasks that embrace a variety of assessment strategies.

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning.

The primary goals of assessment within ISE's DP are to:

- provide an opportunity for students to exhibit transfer of skills across disciplines, such as in the extended essay and TOK
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Implementation of Formative and Summative Assessment

In a balanced assessment system, both summative and formative assessments are an integral part of information gathering.

Summative assessments are given periodically to determine what students know and do not know right now. Summative assessments are generally used as part of the grading process and include tools such as end-of-unit assessments and end-of-term or semester exams. Summative assessments tend to be spread out over weeks or months, and occur *after* instruction. They are used to evaluate the overall effectiveness of instruction, school improvement goals and student placement.

Formative assessments are part of the immediate instructional process. When incorporated into classroom practice, they provide the information needed to immediately adjust teaching and learning. Formative assessments inform teachers and students in order to make timely adjustments during the learning process - not after the fact.

Consistent with IB expectation, DP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student, peer and self-assessment can be important elements of formative assessment plans. Internal (school-based) **summative** assessment is part of every DP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required DP subject specific assessment criteria.

Managebac

ISE utilizes an integrated information system, ManageBac, for gathering and reporting assessment information. This summative and formative assessment information is accessible to students, parents and teachers.

ManageBac is the primary data management system used at ISE for *all* matters concerning planning and assessment. It provides the basic means through which staff should record details of teaching and assessment along with communication of these to students and parents. It should contain any documents relating to Subject Area policies and practices along with daily notification of work covered. A student's grade/achievement level for each assigned assessment will automatically be visible in ManageBac along with any comments posted by staff. Notice of homework and major assessment events will be posted on ManageBac.

The purpose of these guidelines is to assist ISE as it continues to strive to provide a high-quality international educational program for its students.

This document is intended to be useful to the ISE community of learners. It will be shared with new teachers during orientation each fall, and teachers are expected to reference it and adhere to it. Exceptions to these guidelines may be made with administrative approval. In order to maintain its usefulness, these guidelines should be reviewed every three years to ensure that they are aligned with best practices.

Common Practices in Using the DP Assessment Criteria and Determining Achievement Levels

Assessment practices at ISE include using the DP criteria and determining achievement levels following DP guidelines.

At ISE, DP teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public (DP Assessment Criteria/Rubrics are accessible in the Files section of ManageBac for each subject area), known in advance and precise DP Assessment Criteria/Rubrics are discussed with students early in the course, and at the start of a unit in which the assessment criteria/rubric will be used, ensuring that assessment is transparent.

Assessment Explanation

The IBO has developed DP assessment criteria against which the student's work will be assessed. 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.

How is the final grade achieved in the DP grading system?

The goal of grade reporting at ISE is to inform the student and parent of the most up to date progress in the course to date.

As grades are reported four times per year, each report contains information about the student's achievement level at that point in the program. In other words, a student may earn a 7 in a given subject in the first quarter of the first year of the programme (grade 11), but that mark is representative of the material and topics that have been covered so far in the program.

The final ISE grade is determined by the student's achievement on the summative tasks for each component in each subject area. This includes the marks on the mock exams in March of the second year.

How the Diploma Outcome is Calculated

Per the IBO's "Assessment Principles and Practice" document:

"The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. This means that the highest score that a candidate can achieve is 45 points*.

This approach means that SL and HL subjects are valued equally in determining the candidate's final points.

*The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core."

Common Practices in Recording and Reporting Student Achievement

During the two years of the DP, ISE communicates student achievement and grades in each subject to parents at regular intervals (see [Reporting Formats and Timeline](#), below). DP reports of student achievement communicate the student's achievement level for each assessment component for each subject. This practice provides students and their parents with information about the student's engagement with the objectives of each subject and is supported with advice for improvement, where applicable. If at any point a student fails an assessment, their parents/guardians will be notified.

DP General Grade Descriptors

To arrive at criterion level totals for each student, teachers add together the student's final achievement levels in all criteria of the subject. ISE uses the DP 1-7 scale for the grade boundary guidelines table that follows to determine final grades in each year of the DP. The table provides a means of converting the criterion level totals into a grade based on a scale of 1-7.

DP general grade descriptors

| Grade | Descriptor |
|-------|--|
| 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 |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

Reporting formats and timeline

ISE uses report cards in which all teachers contribute assessment data from their subject, and which include achievement levels and grades at the end of each semester.

Report cards are used to communicate the overall results of assessed work and the progress students are making toward the student objectives of the ISE/DP curriculum. Our report cards include both numerical and narrative elements.

Reports are generated four times per year. The report content and format is reviewed each year in the spring to determine any changes for the following year.

Report Schedule

Mid-Semester Progress Reports include:

- Achievement levels for all students
- Achievement levels and teacher comments in all subject areas for SEN students
- Sent out at the end of quarters 1 and 3.

Mid-semester achievement levels do not become part of the student's records that are sent to other schools, nor are they recorded on the student's transcript.

Semester Report Cards include:

- Semester grades and achievement levels in all subject areas
- Teacher comments in each class in all subject areas

Semester grades do become part of the student's records that are sent to other schools, and they are recorded on the student's transcript.

Parent Conferences

- Student-Parent-Teacher conferences (occurring at the end of quarter 1) –in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.
- Student-led conferences (occurring at the end of quarter 3) –in which students share assessment data about their learning with their parents, supported with a portfolio of achievement.

Students are encouraged to participate in both conferences.

The responsibility of the student-led conference rests with the student. The teacher facilitates the conference, but the student is responsible for answering parent questions and concerns about student learning. Students share with their parents what they have learned, if applicable, show their parents their student portfolios, and discuss the reasons for their academic progress.

End of Semester/Final Assessments

Each Subject group teacher will determine whether or not students will take an End of Semester/Final Assessment. If Subject group classes are at the beginning or middle of an DP Unit, extended lessons for students will be given in lieu of End of Semester/Final Assessments.

If a student is absent during the final exam week, for non-emergency reasons, they will not be permitted to take the exams early and their exam grades will be set as zero. Students who miss an exam for emergency reasons will not be allowed to take a make-up exam, and their semester grades will be determined without considering the exam. Exceptions to this rule must be reviewed by the Administrative Team.

Practice/Mock Exams

Practice, or Mock, Exams are conducted in March-April of the second year of the program. The intention of these exams is to practice the process for exams that will take place in May, to give the student and teacher an idea of current student achievement in order to provide evidence for which topics to revise during the month of April. These exams will count towards the students' final ISE grade.

If a student is absent during the practice/mock exam week, for non-emergency reasons, they will not be permitted to take the exams early and their exam grades will be set as zero. Students who miss an exam for emergency reasons will not be allowed to take a make-up exam, and their semester grades will be determined without considering the exam. Exceptions to this rule must be reviewed by the Administrative Team.

Policy Alignment

ISE DP assessment philosophy and policy align with ISE school values and other policies as outlined below. In all of these policies and procedures, the student is central.

[IB Learner profile](#)

The IB Learner Profile states that students are reflective, meaning analyze their own strengths and weaknesses through formative self, peer and teacher, as well as formal summative assessment for success.

[ISE mission statement](#)

Who we are and what we do:

- Support a safe, caring, respectful environment that values creativity, diversity, and inclusivity.
- Develop self-aware learners with the tools for fulfillment in their world and beyond.
- Provide best practice learning that empowers individuals to set and reach high standards.
- Encourage students to think globally and act locally.

[ISE DP academic integrity policy](#)

ISE DP assessment policy aligns with our academic integrity policy.

Academic Integrity

Students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation to this will be dealt with strictly according to our DP Academic Integrity Policy.

Policy review

Policies will be revised at the beginning of each school year by the respective Programme teachers. A review process including student and parent representatives will be taken after every three years.

PYP Appendices

Appendix 1. PYP Exhibition information

Structures

The entire ISE community is aware of the importance of the PYP exhibition. The PYP coordinator works closely with the 5th grade teacher to ensure that the expectations, requirements, and needs are met for a successful Exhibition. All the students have up to date one to one i-pads. The entire staff is informed about the exhibition and mentors are selected based upon their knowledge and experience and the students' project.

Briefing

Parents and students are informed early on regarding the Exhibition and how it works. As the school is small, the process for briefing mentors is informal with the fifth grade teacher meeting with each mentor individually, several times throughout the process to discuss the student's project as well as the student's strengths and weaknesses.

Assessment Processes

Students are assessed on the **process** and several elements of the project, not only on the final product. The students should keep a journal throughout the exhibition that shows how their thinking and goals have developed. This journal may include pictures, diagrams, poems, timelines, and writing. The mentors keep a journal that monitors student progress against a timeline. The students and teachers will design various rubrics. Each rubric may assess a different aspect of the Exhibition:

- The journal
- The final product
- Research skills
- Self-management skills (e.g. time management)
- Effort

Parent and Student Information

What is the PYP Exhibition?

- an individual or group inquiry
- an inquiry that starts from personal interest and passions, but extends into real world issues
- a way to demonstrate independence and responsibility for one's own learning
- an inquiry that requires students to apply their learning from previous years

- a 'rite of passage' from PYP to MYP

The topic of the Exhibition needs to be:

- Significant—contributes to an understanding of meaningful, important life experiences.
- Relevant—is linked to the learner's prior knowledge and experiences, represents a big idea, has value beyond the classroom.
- Engaging—has the potential to interest the student and actively engage them.
- Challenging—required uncovering new information, or misunderstood information. Has the potential to extend the student's prior knowledge and experience of the students.

Non-negotiable features.

- The focus will be on a personal issue or interest and will come under the heading "What matters to me..."
- Students will develop their own central idea with their mentor
- Students will identify their own inquiry into points.
- Students will show an understanding of the main **concepts** (form, function, causation, change, connection, perspective, responsibility, reflection)
- Students will use **skills** from all 5 areas (social, research, self-management, communication, thinking)
- Students will show the **IB Learner Profile** (inquirers, open-minded, knowledgeable, thinkers, risk-takers, communicators, balanced, principled, and reflective)

Students must be involved in all stages of planning:

- Identifying the significant concept
- the learning outcomes
- the activities
- the assessment.

The Exhibition should include:

- examples of written work
- oral presentations
- examples of technology
- performances in any medium - dance, drama, film, video, mixed media.

How much time do students spend working on the Exhibition?

- The students will then spend about 7 weeks working on their inquiries.
- The students will still have some Mathematics and Literacy lessons during the Exhibition time, but the majority of each day will be spent working on inquiries.
- There will be 'mini skills' workshops that will help inquiries progress.

The Roles

How can teachers help?

- To initiate, facilitate and guide the exhibition process
- Provide support for student inquiries, enabling students to overcome any problems encountered in the process
- Encourage students to use a balance of primary and secondary resources, help students access information; and ensure students cite sources
- Empower the students to feel able to take action as a result of the exhibition
- Keep detailed records of the processes involved, including ongoing reflections

How can mentors help?

- Help students set and meet their goals by asking questions
- Suggesting resources
- Help to interpret difficult information
- Help facilitate interviews or telephone calls
- Maintaining ongoing records, completing the record sheet which reviews the progress, contains a to-do list, and mentor comment section
- Mentors can be older students, teachers, other students' parents or members of the community that share the same interest as the student's inquiry.

How can parents help?

- Keep being informed about the process by reading newsletters and attending meetings
- support and encourage their children
- provide knowledge
- help to locate resources - people, places, media and information
- encourage independent inquiry and respect student ownership of the process
- celebrate with the students by attending the final presentations.

Marking the work

How do we mark students' work?

- *"Exhibitions are the best way to measure learning because they put the kids right in the midst of their learning" Dennis Littky*
- We assess the **process** more than the product.
- The students should keep a journal throughout the exhibition that shows how their thinking and goals have developed.
- This journal may include pictures, diagrams, poems, timelines and writing.

Who will mark the work?

- Children will self assess using the rubric.
- The class teacher will also use the rubric to assess.

Will there be a grade?

- The mentor and class teacher will each write a short summary of their observations. These summaries and the rubrics will constitute the final assessment.
- There will not be one final grade at the end.

Something for us all to remember.

- As with any inquiry, there will be times when it seems that students are not being very productive.
- Sometimes there will be a lot of discussion and thought , but this will not result in anything that can be seen.
- Students (and adults) need time and space to wonder about things and consider their plans.
- This is why we place so much emphasis on the journals. They will show the understanding of concepts and application of skills (e.g. problem-solving) more than the final product.

Appendix 2. Assessment strategies from the Making the PYP Happen(2009) p. 48

Strategies

The following methods of assessment have been identified as central to the work of primary school teachers. They cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. It is essential that they be seen as a package, since they have been selected in order to provide a range of approaches and therefore to provide a balanced view of the child.

Observations - All children are observed often and regularly, with the teacher taking a focus varying from wide angles focusing on the whole class and focusing on one child or activity, from non-participant observation to participant observation.

Performance assessments - These are assessments of goal-directed tasks with established criteria, that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills, and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Process-focused assessments - The students' transdisciplinary skills are observed often and regularly and the observations are recorded by:

- noting both typical as well as non-typical behaviours
- collecting multiple observations to enhance reliability
- synthesizing evidence from different contexts to increase validity.

A system of note-taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting these observations.

Selected responses - These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Open-ended tasks - These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Portfolios - These are collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

It is important to consider, in the case of each assessment strategy, the role of each individual in the learning partnership of child, teachers and parents. The PYP promotes the view that all three have a significant role to play in student learning.

Taken together, the assessment strategies form the basis of a comprehensive approach to assessment and represent the school's answer to the question.

Appendix 3. Assessment tools from Making the PYP Happen (2009)p.49

Tools

The previously listed assessment strategies may be put into practice using the following assessment tools.

Rubrics - Rubrics are established sets of criteria used for scoring or rating children's tests, portfolios or performances. The descriptors tell the child 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 children as well as by teachers.

Benchmarks/exemplars - These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

Checklists - These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.

Anecdotal records - Anecdotal records are brief written notes based on observations of children. These records need to be systematically compiled and organized.

Continuums - These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

These assessment tools can provide holistic and/or analytic scores. **Holistic** scores are single scores, typically based on a four to six point scale. They are based on the overall impression of a sample of work, rated against established criteria. **Analytical** scores are separate scores for different aspects of the work. They yield more information than holistic scores and are often used for diagnostic purposes or when children need specific feedback on their strengths and weaknesses.

Figure 1 shows which assessment strategies are most effective in gathering information about the learner. The check marks indicate the tools likely to be most relevant to each strategy.

| Assessment tools and techniques Assessment strategies | Rubrics | Benchmark/ exemplars | Checklists | Anecdotal records | Continuums |
|--|----------------|---------------------------------|-------------------|------------------------------|-------------------|
| Observation | ✓ | | ✓ | ✓ | ✓ |
| Performance | ✓ | ✓ | | ✓ | ✓ |
| Process-focused assessments | | | ✓ | ✓ | ✓ |
| Selected responses | | ✓ | ✓ | | ✓ |
| Open-ended tasks | ✓ | ✓ | | ✓ | ✓ |

Figure 1 Assessment tools and techniques for implementing strategies

Appendix 4. Portfolio requirements and Schedule

Lower School Portfolios

The portfolio is a purposeful collection of a student's work that is designed to demonstrate learning, successes, growth, PYP Learner Profile, ATL skills, and reflection.

They allow for the sharing of processes of learning as well as the products that are created.

Purpose of portfolios:

- Empower students to be active participants in their own learning.
- Encourage reflection on the learning process and achievements.
- Encourage students and parents to see learning as a continuous process.
- Encourage a sense of pride in one's work and thereby build self-esteem.
- Encourage the collaboration of students, teachers and parents in the assessment process.
- Encourage emphasis on process as well as product.
- Give evidence and celebration of achievement.
- Allow students to retain ownership of their work.
- Facilitate ongoing assessment.
- Examine growth over time.
- Provide information for the receiving teacher/school.

General Agreements:

- Students (K-5) work towards maintaining their own portfolios with appropriate levels of support from the teacher.
- The portfolios should reflect the student and his/her learning and development therefore the portfolios will look different from each other.
- Portfolios are ongoing throughout the year.
- Portfolios include IB Learner Profile and ATL skills.

Portfolio Process

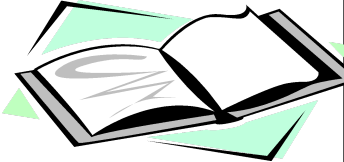




| Time | | Pre 3- Reception | Grade 1-2 | Grade 3-5 |
|-----------------------|----------|---|-------------------|-------------------|
| Beginning of the year | Homeroom | Set up the SeeSaw In the case of Paper Portfolios: create a cover page, include initial pieces like self-portrait, learning goals. | Set up the SeeSaw | Set up the SeeSaw |



| | | | | |
|------------------------------------|-------------|--|--|--------------------------------------|
| Fall | Homeroom | Teacher selects the portfolio work and includes students when possible | Teacher selects | Student selects with teacher support |
| | Specialists | Teacher selects the portfolio work and includes students when possible | Teacher selects the portfolio work and includes students when possible | Student selects with teacher support |
| Student-parent-teacher conferences | | | | |
| Spring | Homeroom | Teacher selects the portfolio work and includes students when possible | Student selects | Student selects |
| | Specialists | Teacher selects the portfolio work and includes students when possible | Student selects | Student selects |
| Student-led conferences | | | | |
| End of the year | Homeroom | End of a year celebration | | |



Appendix 5. Example of the Student-led Conference Schedule

Student-Led Conference: PYP 3 March 24, 2018

Please bring your portfolio to the Conference

| Activity | | Check |
|---|--|-------|
| <p>Welcome <i>Bring your parents into the classroom.</i></p> |  | |
| <p>Literacy</p> <ul style="list-style-type: none"> • <i>Read aloud and talk about the text (favorite book, literature Circle book, read aloud book)</i> • <i>Share about writing process and craft</i> |  | |
| <p>Math</p> <ul style="list-style-type: none"> • <i>solve addition and subtraction problems, explain your thinking,</i> • <i>show what you learned about describing and comparing shapes</i> |  | |
| <p>Unit of Inquiry <i>Share with your parents what you have learned about Energy</i></p> |  | |
| <p>Library <i>Share your Evernote portfolio reflection about the unit of your choice with your parents. Units "Innovation: eBooks and printed books" or "Sites I like".</i></p> |  | |

| | | |
|---|---|--|
| <p>Art Share the chosen art piece - Show the other art pieces that you made in the class, the art book and explain how you created them.</p> |  | |
| <p>Estonian Culture Show your folder to your parents. Show and explain about the piece of work that you liked the most and are proud of (in your iPad). Tell me about Estonian field trips and activities.</p> | <p>TERE !</p> | |
| <p>Music Demonstrate the chosen piece - play the piece on the instrument (recorder or pitched percussion) and explain what you are able to do.</p> |  | |

| | | |
|--|---|--|
| <p>French Show your portfolio and your notebook to your parents. Share the piece of work you liked the most. ELL Present your classwork and demonstrate your reading skills</p> |  | |
| <p>PE Show your parents what your favorite piece of PE equipment is and what you can do with it. You can also explain to them how to play your favorite game. Make sure you place all things back to the right place once you are done.</p> |  | |

Thank you for coming. I hope you enjoyed the conference!

PYP Sources

“Assessment in the Primary Years Programme.” International Baccalaureate Organization, 2021

https://resources.ibo.org/pyp/works/pyp_11162-51465?lang=en&root=1.6.2.12.5

“Assessment Resources.” *The Fountas & Pinnell Benchmark Assessment Systems*, Fountas and Pinnell Literacy, <https://www.fountasandpinnell.com/assessment>

“Making the PYP happen: A curriculum framework for international primary education.” International Baccalaureate Organization, Revised edition published December 2009 pg.48-49

https://resources.ibo.org/data/p_0_pypxx_mph_0912_2_e.pdf

“PYP: From Principles into Practice FAQs”, International Baccalaureate Organization, 2021

https://resources.ibo.org/data/p_0_pypxx_faq_2008_4_e.pdf

“PYP Portfolios and Student Led Conferences”, International School of Estonia,

<https://drive.google.com/drive/folders/0Bx-TSiS4RyzMY3hIY180T2dOZDg?resourcekey=0-JPLIAHF6tSPZukVpX66iDA&usp=sharing>

International School of Estonia
March 2015

Updated March 2022

MYP Appendices

Appendix 1: ISE MYP Student-led Conferences: Protocols and Processes

[Follow this link to ISE MYP Student-led Conferences: Protocols and Processes](#)

Appendix 2: ISE Academic Integrity Policy

[Follow this link to ISE Academic Integrity Policy](#)

MYP Sources

Further guidance for developing MYP assessed curriculum. International Baccalaureate Organization, April. 2015.

https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/IBdocs/m_0_mypxx_fcl_1409_2b_e.pdf

General regulations: Middle Years Programme. International Baccalaureate Organization, April 2014. https://resources.ibo.org//data/m_0_mypxx_reg_1404_4g_e.pdf

International School of Estonia: MYP Academic Integrity Policy. Updated March 2022.

Middle Years Programme Assessment Procedures. International Baccalaureate Organization, 2022. https://resources.ibo.org/myp/works/myp_11162-417580?lang=en&root=1.6.2.14.5

MYP: From Principles into Practice. International Baccalaureate Organization, Sept. 2017. <https://resources.ibo.org/myp/resource/11162-32896/>

Personal project guide: For use from September 2021/January 2022. International Baccalaureate Organization, Feb. 2021.

https://resources.ibo.org/myp/subject-group/MYP-Projects/works/myp_11162-416717?lang=en&root=1.6.2.2.5

DP Appendices

Appendix 1: Optional IB Assessment and Requirements for non-full IBDP Students

Inclusion/SEN students

ISE Inclusion/SEN policy section “Special Accommodations for IB Examinations” communicates guidelines for inclusion/SEN students taking DP external assessments.

Appendix 2: Transcripts

ISE prepares transcripts for grades 9-12 for the purpose of university application, and will be completed at each quarter and semester end as required. Final transcripts shall be prepared in June by the school secretary, using grades taken from the official report cards. Transcripts shall be reviewed by the IB **DP Principal**-Coordinator? and the **Principal** prior to being finalised.

No class rankings will be made, and there will be no valedictorians.

DP Sources

[ISE DP Academic Integrity Policy](#)

[IB Academic Integrity Policy](#)

[Diploma Handbook 2018-2022](#)

[Diploma Programme Assessment Procedures 2022](#)

[IB Standards and Practices - from 2020](#)