



Assessment policy

Guidelines for members of the Primary, Middle and High school community



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This document has been prepared by a team of teachers and programme coordinators in November 2017, revised 2018-19
Next intended review is 2021-22 and then 2023-24
*new staff will be given this policy to review as part of the induction process.

A Aim

At Skagerak International School assessment will be an integral part of teaching and learning. It should always serve the broader purpose of generating improvement.

B Philosophy

Assessment

- provides students and teachers with information that they can use to improve
- is ongoing throughout the learning process
- is anchored in authentic tasks and contexts
- is carried out by students, teachers and other audiences
- is directed at student performances and the evidence provided by students' behaviour and their work
- entails reflection, evaluation and measurement
- requires consistency, transparency, rigour and the effective communication of constructive feedback
- provides strategic information for students, teachers, parents, the administration and the larger school community
- should be sensitive to cultural, linguistic, racial, class, learning, physical and gender differences

The school views assessment as an integral part of learning that provides an indication of student achievement. Its focus is not only on what has been achieved but also on how students are learning how to learn. Assessment is an indicator of motivation and the acquisition of study skills. The school's assessment practices are intended to promote a positive attitude towards learning, encourage the pursuit of excellence and contribute to the success of all students.

IB Learner Profile

The learner profile is transparent in the classroom and evident in the general language of the school. Teachers, students or other members of the community give informal feedback or recognition to students as a way of reinforcing or providing models of exemplary actions. The students reflect on their development at regular intervals with regard to specific aspects of the profile. This reflection will vary according to the class level and the student's language ability. The learner profile is not formally assessed, although the profile and attitudes are reported on in the Primary reports, and students reflect in writing on the profile in written reports.

C Purposes, beliefs and principles

ref. PYP: Making it Happen (2009)

ref. MYP: From Principles into Practice (2014)

ref. DP: From Principles into Practise (2015)

Purposes

The purposes of assessment are

- to promote student learning
- to provide information about student learning
- to contribute to the efficacy of the programme.

Beliefs

Student learning is promoted through

- assessing the prior knowledge and experience brought to the topic or task
- planning teaching and learning in order to meet individual or group needs
- engaging students in reflection on their learning and in the assessment of their work and the work of others
- building a profile of a student's understanding.

Information about student learning is found in

- examples of a student's work or performance
- statistics based on explicit benchmarks and/or rubrics and/or criterion levels
- test/exam results
- final results at the end of a unit or course.

Programme evaluation uses a variety of student assessments to

- assess students' performance in relation to the general and specific expectations of the programme
- assess group performance in relation to other classes or groups, both internally and externally
- inform others including students, colleagues and parents.

Principles

Effective assessments allow the student to

- have criteria that are known and understood in advance
- analyse their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery and expertise
- express different points of view and interpretations
- promote reflection, self and peer-evaluation.

Effective assessments allow the teacher to

- plan them and build them into the learning, not add them after the fact
- identify what is worth knowing and assess it
- include collaboration between the student and the teacher or among students
- take into account different cultural contexts and different ways of learning and knowing
- evaluate in a way that is both analytical and holistic
- produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
- inform every stage of the learning and teaching process
- plan further activities which address areas of interest for the teacher and the students.

D Responsibilities relating to assessment

It is the school's responsibility to

- structure both the curriculum and assessment according to the needs of the students and the local context
- ensure that assessment follows the basic principles that are expressed through the objectives of each subject area
- issue adequate documentation of student achievement that reflects the student's specific programme of study
- ensure that regular reporting helps students and parents to understand the objectives and criteria
- provide learning opportunities for skills to support student achievement in assessment situations.

It is the teacher's responsibility to

- ensure that they assess students fairly by giving adequate opportunities for students to show clearly what they can achieve in relation to the objectives of the subject
- assess regularly and give feedback which will assist students in their general development and specifically as they prepare for final assessment
- plan assessments well in advance and spread assessments out to ensure a balanced workload for students across all subject areas.

Assessment Practices

Pre-Assessment

A determination of a student's prior knowledge, experience and/or skill level before they embark on new learning experiences.

Formative Assessment

Regular, ongoing assessment used during the teaching and learning process to inform teachers and students about how learning is developing. Formative assessment and teaching are directly linked.

Summative Assessment

Summative assessment happens at the end of a distinct period of teaching and learning process and is planned for in advance. Students are presented with opportunities to show their understanding in authentic contexts and/or unfamiliar situations and to apply it in new and flexible ways.

See Glossary and Appendix A for Assessment strategies and tools

Academic Honesty

The issue of academic honesty extends beyond assessment to the general learning behaviours that students develop and that teachers model. It is developed through the scaffolding of appropriate attitudes and the development of transdisciplinary skills and approaches to learning. It is particularly relevant to the area of assessment because students' achievement can be misrepresented due to deliberate or unwitting dishonesty or academic malpractice. As students progress through the school, there are increasingly serious consequences of such misrepresentation.

The standard of academic honesty within the school is determined by the conscientious and vigilant approach of teachers, and by their consistent use of appropriate practices such as referencing and citation in their own materials.

For detailed guidance on academic honesty issues, please refer to the school's Academic Honesty Policy.

E Tracking student progress

Staff and team meetings

Weekly meetings in each of the schools allow teachers to identify students of concern. Teachers discuss common areas of need for a student and brainstorm strategies to assist. The Head of pastoral care, counsellor and learning support coordinator are often key resources used in these sessions. Contact teachers keep track of concerns and will follow up if needed.

Portfolios

Portfolios are used to document and assess student progress and achievement. They show the development of knowledge, conceptual understanding, skills, attitudes and the attributes of the learner profile over a period of time.

In the primary school, students and teachers select samples of work to include in portfolios. Samples include student reflections; self-assessments; assessment tools and teacher comments. The Primary school is moving towards a digital portfolio platform to allow for more student involvement in their learning and better communication between home and school.

Procedures for portfolio use are documented in the student portfolio Essential Agreements on the server. This agreement is reviewed regularly.

In the middle school, portfolios or files should be kept by the teacher and passed on from year to year in subject areas. They should include a representative sample of student work in the subject, and be used regularly by students and teachers to monitor and reflect on progress. Students should be involved in the management of their portfolios. Subject areas have their own system for collecting and storing work and should be moving towards digital portfolios where possible.

Portfolios are kept in the school until such a time as the student leaves. At that time, they may take the portfolio with them, if leaving Skagerak, or else the portfolio will be passed onto the relevant teachers in the upper school.

Standardized testing

The school conducts Norwegian National Testing in subjects and at the class levels that are specified by the authorities, such as Norwegian, English, Math. The data gained from these tests are meant solely to inform teaching and learning within the school and are not included as part of the student’s overall achievement in the programme.

Most years, students from selected class levels in the PYP and MYP participate in the International Student Assessments developed by the Australian Council for Educational Research (ACER). These enable us to collect longitudinal data that relates to student progress in numeracy and literacy. These tests are specifically designed for international schools and serve a greater cultural and linguistic spectrum than tests which are indexed to a national curriculum.

Statistics on student achievement in standardized testing, as well as student achievement at the end of the MYP is reported to the school community in an annual report.

F Informing parents

Conferences and Reporting

The school has four formal reporting periods during the school year.

Reporting period	PS	MS	HS
Middle of semester one	Goal setting conferences		
End of semester one	Written progress reports		
Semester two	Student led conferences	Three-way conferencing	
End of semester two	Written final report		

Conferences occur twice annually for all levels of the school. Fall goal-setting conferences involve students, parents and teachers in setting specific, achievable goals which the student will work towards over a specified period of time. Students in the upper years (MS&HS) are encouraged to lead the conversations in both sets of conferences, outlining and prioritizing topics to be discussed. Teachers should encourage students to reflect on and review these goals at regular intervals.

PYP student-led conferences involve students in discussing their work and their progress with their parent(s). The students will, with the support and guidance of the teacher, select the work to be discussed. The format of these conferences will depend on the age of the student and all of the participants must understand the format and their roles prior to the conference. The value of student-led conferences is that the students reflect upon and consolidate their progress and share the responsibility of informing their parents.

Digital reports are issued twice a year. January reports are distributed as a formal snapshot of the student’s progress thus far in the year. Final reports are made available in June and are final judgements made by teachers based on student performance and summarize skills demonstrated throughout the year. Final grades made in the upper years (MS&HS) also measure performances against published criteria from the IB. Digital records of student reports are exported to the school’s server from the Learning management system (MB) twice each year.

Meetings

With a sufficient amount of ongoing concern about the academic progress of a student, the contact teacher will compile evidence and comments from class teachers and make contact with the parents or students as is appropriate. Phone calls, emails or letters home are all options for contact. Dialogue with parents could result in the request (from either side) for a meeting with the school.

Meetings with the school about the academic concerns for a student should involve the contact teacher, the IB programme coordinator or head of pastoral care (HS) and relevant staff. While students are normally invited to such meetings in the upper years (MS&HS), parents may ask to speak privately without their child to staff.

Contact teachers should take minutes and file information in the student's file at the school.

Credentials and references

When leaving the school, the student is entitled to receive

- a transcript of results for use when applying to other schools
- a personal reference

G PYP responsibilities, procedures and guidelines

At the Primary School, assessment is central to the PYP's goal of thoughtfully and effectively guiding children as they develop in relation to the five essential elements of learning:

- the understanding of concepts
- the acquisition of knowledge
- the mastering of skills
- the development of attitudes
- the decision to take responsible action

Responsibilities for keeping records

Teacher responsibilities in the PYP:

- Teachers are responsible for maintaining their own records of student learning and these must be regarded as part of the common intellectual property of the school.
- Data in gradebooks and records should be comprehensible to others, specifically other teachers and the PYP Coordinator. This sharing of information allows supervision of the teacher's assessment practice by the administration and also allows for a quick response to questions about a student's progress and/or performance at school.
- Records are not accessible to students or parents.
- It is required that teachers base their assessment on the practices outlined in "Making it Happen" (pp.44-55) and that assessment data such as standardized tests or rubrics be readily available to the PYP Coordinator and Principal.

Other Guidelines

Grading or Scores

Grades are not given in the primary years, although scores using rubrics may be assigned by teachers, students, or peers.

Achievement Descriptors

School reports identify student performance as

- Well-established (WE): Exceeds expectations for their current grade level.
- Established (E): The student has acquired grade level essential skills and knowledge and developed conceptual understanding in this area.
- Developing (D): The student is working towards acquiring grade level essential skills and knowledge and developing conceptual understanding in this area.
- Not Evident (NE): The student has not yet acquired grade level essential skills and knowledge or developed conceptual understanding in this area.

Students with Learning Support needs, or ELA Students

Students identified with Learning Support needs or ELA students may have an IEP (Individualized Education Plan) for individualized learning. In these cases, a student may receive an ELA continuum or comments from the LS teacher, if the scope of the work on the progress report is well outside the scope of the child's IEP.

Student involvement in assessment

- Assessment must involve students evaluating and assessing their own work at various stages of the learning process.
- A collaborative, supportive classroom environment should be cultivated so that students are not afraid to honestly critique another's work and to offer feedback which is constructive but not hurtful.
- Students should have access to the criteria at the same time as tasks or assignments are set.
- The purpose, process and expectations associated with assessment must be transparent to students and teachers and must ensure that students understand how it works.
- Primary students should be able to carry out substantive conversations with both parents and teachers in order to formulate goals and devise strategies, based on the information that the assessments provide.

Conclusion of the PYP

Exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme and takes the form of a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. In addition to being a summative assessment activity, it is a celebration as students move from the PYP into the MYP.

H MYP responsibilities, guidelines and procedures

At the Middle School, assessment is directed at the knowledge, understanding of concepts, application of skills and the attitudes that are inherent in the subject areas that make up the MYP curriculum.

Responsibilities for record-keeping

Teacher responsibilities in the MYP:

- Teachers are responsible for maintaining their own gradebooks and/or records of student learning. These must be regarded as part of the common intellectual property of the school, however, rather than being private to the teacher. In the event that a teacher leaves unexpectedly, the school has a formal record of student learning and tasks assigned during the year.
- Gradebooks must be in electronic form and be available in their ManageBac (MB) classes. Teachers may choose to export their data for their own records but the gradebook must exist and be kept current in this common platform.
- Data in gradebooks should be comprehensible to others, specifically other teachers, the Principal and the MYP Coordinator so that they are able to support teachers where necessary.

Procedures for record-keeping

- Selected data in electronic gradebooks should be shared with students and parents to help improve communication between the school and home. The data shared however, should be up to the class teacher.
- Data in gradebooks should be expressed in terms of the MYP criteria and should be organized in a coherent and consistent way. Examples and expectations of MB gradebooks will be shared from the MYP Coordinator.
- Other assessment data such as standardized tests and reports will also be accessible on the school's server.
- Teachers must keep their electronic gradebook up-to-date, rather than filling it in on an occasional basis.
- Assessment records are archived by the school prior to each reporting period.

Other guidelines

Terminology

Language used in MYP assessment

MYP assessment is criterion-related: assessment consists of evaluating student performances against pre-determined written criteria. This differs from norm-referenced assessment, which consists of ranking student performances and/or placing their work on a pre-set numerical scale (eg 1-100).

Tasks, activities and projects are designed in accordance with the subject area objectives, and in support of the subject area aims.

These tasks, activities and projects are directed at specific criteria (plural), or a single criterion. Each criterion divides into criterion levels, and a descriptor is provided for each level. By following the task instructions, students should have the possibility of achieving at the highest levels of each set of criterion descriptors, as defined for the specific task.

Descriptors are published for students to work towards in each subject area and task specific clarifications are made by the teacher to further guide students in connecting the criteria within the context of the task.

When these descriptors are set out in the form of a chart, and the chart shows all of the possible levels, this is called a rubric.

Results are expressed as levels of achievement, indicating which level a student has reached according to the descriptors.

Inappropriate terms are those with connotations of norm-referenced measurement such as scoring/grading, points, pass, fail etc.

We refer to a student's subject score which is the total of the various criteria, added together at the conclusion of a major project or at the time of reporting.

The subject score is converted into a grade result (seven-point scale) which is determined by the IBO-provided grade boundaries. The IB seven-point scale has specific words associated with each level and these terms are appropriate descriptions of a student's overall achievement.

- 7 Excellent
- 6 Very good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor

Subject score descriptors and grade boundaries for the different subject areas are distributed to teachers at the beginning of each academic year. Subject score descriptors and grade boundaries are made available to parents in the written reports and are viewable on ManageBac. Teachers should also display them in classrooms.

Student involvement in assessment

- Assessment should involve students evaluating and assessing their own work at various stages of the learning process.
- A collaborative, supportive classroom environment should be cultivated so that students are not afraid to honestly critique another's work and to offer feedback which is constructive but not hurtful.
- Students should have access to the criteria at the same time as tasks or assignments are set.

- The purpose, process and expectations associated with assessment must be transparent to students and teachers must ensure that students do understand how it works.
- Middle school students are expected to be able to explain how their work has been assessed to their parents, and they should be able to carry out substantive conversations with both parents and teachers in order to formulate goals and devise strategies, based on the information that assessment yields.
- Triangulation should occur on a regular basis, involving teacher-student-peer or teacher- teacher-student combinations.

Formal testing and examinations

Students in Year 11 are the only MYP students who sit formal, external exams. MY5 students may choose to sit online exams as part of the MYP process and a small sample of Year 11 students may be randomly chosen each year for an oral presentation or written exam based on VG1 competencies.

Subjects in MY1-4 may, however, choose to run internal formal tests and exams whenever they see fit. Because exams are one important assessment form at the high school level and beyond, students should be given the opportunity to develop revision strategies and test/exam-taking skills. Formal tests are also one valid way of assessing learning, and are particularly suitable for the learning style of some students. They are to be seen as part of a student's developing approaches to learning.

Tests and exams can be introduced into MYP subjects where appropriate, with a stated emphasis on either the testing of previously-learnt knowledge or the application of previously learnt skills and concepts in unfamiliar situations.

Subject teachers are able to schedule exams at appropriate times in their courses, and are free to determine the weighting that an exam result carries in relation to the final subject grade. Students in the high school (MY5-Y11) will sit internal exams at given periods during the year. Subject results must not be totally determined by tests and exams. Subject teachers should consult with the MYP coordinator to ensure that final assessment and weighting is appropriate and in keeping with the principles of MYP assessment.

Tests and exams may be scored using numerical systems, but a holistic assessment according to one or more of the MYP criteria must then occur. Generally, this will relate to a Criterion A: Knowing and understanding criterion.

Effect of copying, plagiarism or cheating on assessment

The school takes copying, plagiarism and cheating very seriously and these issues are addressed actively across the curriculum, through approaches to learning.

For younger students, or those who have recently arrived from other school systems, firm warnings and letters home will occur and to show seriousness, the administration will be involved as well as the class teacher.

For older students (MY4-5), or those who have been in the PYP/MYP systems for some time, more significant actions will occur because ignorance cannot be put forward as a defence. These are likely to include

- Letters home and/or a meeting with parents
- Counselling of the student, including stern warnings
- The work should not be assessed
- No credit for the work when overall course assessment takes place
- Indication of the problem in relevant assessment areas eg subject teacher report comments

In subjects where process work is a required component to the course, students must ensure they are using class time to work towards the final goal. In instances where no process has been shown leading up to the final submission of a product, the teacher may request some elements be recreated under timed conditions to ensure the authentic work of the student.

Where a student has allowed their work to be copied (collusion), they may suffer the same penalty as the person who copied. However, where the student has not been a knowing participant in the dishonesty, the teacher and the administration will use their discretion about the consequences that will ensue.

Where there are deliberate, repeated incidences of copying, plagiarism or cheating, the issue will be treated as a serious disciplinary issue and will be taken up by the administration accordingly.

[See also Academic Honesty policy]

Effect of lateness or non-handing in of work on students' grades

Because MYP assessment is criterion-related and aims to give an accurate and valid description of what the student can do, it is not appropriate to deduct points/marks for behavioural issues such as students handing in work late.

Late work

This should be regarded as a problem in the area of the student's approaches to learning – organization etc. Below are some of the strategies a teacher could put in place with expectations to deal with the problem (scaffolded across both the middle and high school), eg

- Determine whether it is a problem of time management, lack of motivation or lack of understanding/ability
- Determine whether it is a regular problem or a 'one-off'
- Discuss the causes with the student and involve them in the problem-solving
- Ensure that projects have several stages where submission of work is required, not just one ultimate date
- Monitor students who are prone to lateness and check that work is nearly ready, ahead of time
- Record the weakness where appropriate eg subject teacher comments in report cards, student self-evaluation
- Contact with parents (meeting, phone call, email)
- Send students to lunch hour study hall run by the school so that students can use time to get work submitted for evaluation.
- Supervise detentions during break, lunchtime or after school so that students are compelled to produce missing work
- Devise contracts with students (individuals or groups).

Support can be elicited from the contact teacher and the administration. The concern should also be brought up during weekly staff meetings to find out whether the problem exists in other subjects and whether a more comprehensive-solving strategy is required.

Although late work submitted will be taken into consideration as evidence towards the students' final grade, it is up to the teacher to decide whether they will provide any feedback.

Non-submission of work

The comments above apply, when it comes to solving the problem. Students should only be assessed on work that has been submitted although if any relevant performance has been observed – eg the teacher has read drafts during class - certain criterion levels can be given as 1 rather than 0.

Persistent non-submission of work will be regarded as a serious disciplinary issue and handled as described above. Teachers should anticipate the possibility that students might not hand in their work and if possible they should design tasks that have several stages or opportunities for student learning to be assessed, thus minimizing the likelihood that no valid assessment can be carried out.

How final grades are determined

- Teachers should refer to the specific guidelines that are provided in the appropriate MYP Subject Guides
- Final grades for all Year 11 must be determined according to the criteria that are given in the subject guides.

- MYP criterion descriptors may be made specific to the task but may not be modified in any way that alters the standard or expectations thereof.
- The school uses the MYP grade boundaries. These are applied across the school (MY1 – Year 11/MY5)
- Any assessment results that are expressed in other forms, for example a numerical score or a percentage, must then be re-evaluated using an appropriate set of MYP criterion descriptors.
- MYP assessment must be related to at least one of the criteria that are provided for the relevant subject area.

To determine a final grade – reporting period, January and June

- Design the course so that there will be at least one to two judgments for every criterion in each reporting period. If this is not possible due to time constraints or the course being only partly completed, one judgment should be planned for January and 2-3 in total for the year.
- If it is absolutely not possible to summatively assess a particular criterion before a report is written, the teacher should use their professional judgment to estimate where a student's performance would lie. This should be based on informal observations during class work.
- N/A (not assessed) should therefore be indicated on the student's records and report.
- Tasks or assignments close to the end of the reporting period should be the most complex and/or demanding so far.
- When deciding a grade for the student's report, the teacher should review all criterion levels that have been determined. They should use their professional judgment and the criterion descriptors to decide where a student has got to by the end of the reporting period.
- The appropriate level should be awarded based on current performance. There should not be any averaging or other penalty-based approach to the final determination.
- When a level has been determined for each criterion, the total score should be compared to the MYP grade boundaries to decide the final result.
- If there is a problem deciding the criterion levels, for example due to absence, inconsistent performance, or a modified programme, the MYP coordinator and other subject teachers should be consulted to ensure the most fair and valid result.

Teachers may not

- Deviate from the standard indicated by the MYP-published descriptors for MYP assessment.
- Deviate from the grade boundaries.
- Average scores.
- Assess students by ranking the class or comparing student performances to anything other than MYP criteria.
- Invalidate the assessment by taking into account factors that are not relevant to the criterion in question; for example, timeliness, presentation or effort. These factors should be acknowledged and taken into account in other, appropriate, areas on the report eg the teacher's comment for the subject.

Assessing group work

Group work is encouraged in the MYP and is considered an important and effective teaching method that helps students to develop cooperative and communicative skills, as well as boosting engagement by introducing a social element to the learning and encouraging students to develop responsible attitudes towards the group as a whole.

Informal assessment, in the form of observations, feedback, critique etc., can be fed into the learning process in a way that relates to a whole group.

Teachers should take care, however, to design the activity very carefully if formal assessment is involved. It is essential that individual learning and achievement should be able to be distinguished from that of the group as a whole.

Teachers should also make a distinction between assessment of the knowledge and understanding that emerges from the group work, and assessment of the student's process and group work itself.

Strategies to ensure that this happens include:

- Dividing up tasks and/or sections of a presentation or product so that individual work can be seen (product assessment).
- A validation tool where group members are asked to assess themselves and the other group members in a way that reveals individual differences in the contributions that were made (process assessment).
- Observation/note-taking by the teacher while group work is taking place (process assessment).
- Follow-up individual reflection or testing (product assessment).

To ensure fairness and consistency, a holistic "group grade" should not be awarded unless the teacher has consulted with the MYP Coordinator and with colleagues within the same subject area.

Conclusion of the MYP (Year 11/MY5)

Year 11

Students in the Year 11 cohort are all assessed based on MYP criterion and descriptors. MYP grades are allocated (achieved) for all subjects and are aligned to match the national system (Vg1). Students leaving Year 11 receive their competency certificate (*kompetansebevis*) based on grades in Vg1. See appendix C for the MYP-Vg1 alignment.

MY5

MYP students who complete the last two years of the programme qualify to take the MYP certificate. This runs alongside of the Year 11 programme. The process of certificate is run via digital e-assessment and e-portfolio, thus the student's achievement is formally recognized by the IB.

The Personal Project

In the Personal Project, MY5 students carry out an independent inquiry into a subject or issue of their choice. This project is the culmination of learning in the MYP and allows students to apply the approaches to learning skills they have developed over the years. Students also demonstrate their understanding of the dimensions of the areas of interaction through an in-depth study of their chosen issue through a Global Context. The Personal Project is weighted equally to subject achievement.

Teachers act as supervisors for students and guide them through the process of their inquiry. They should use the personal project guide and assessment criteria as a point of reference when meeting with students to discuss their progress.

Formative assessment of the personal project is carried out twice before final submission. Students receive written feedback on their progress. The final achievement levels are determined by a standardization team consisting of the supervisor, other teachers and the PP or MYP coordinator.

MY5 Assessments

Teachers in subject areas where e-portfolios are mandated compile samples in accordance with the minimum task requirements and guidelines in the subject guides. Each sample will contain a folder of background information and folders of student work, according to the minimum task requirements. Teachers provide justifications for their level judgements.

Other subject areas will have students sitting e-assessments in May of each year. This exam format will be automatically assessed externally, with results being shared with the school in September.

The process of this external validation of e-portfolios requires internal standardisation of assessment practices within subject groups. This will allow teachers to come to a common understanding of the assessment criteria.

The MYP coordinator also helps to review these samples together with the subject teachers and is responsible for uploading them onto the IBO platform (IBIS).

Validation reports are made available to teachers from 1st September of the following academic year. Subject leaders are responsible for ensuring that the recommendations made in the report are addressed.

MYP Certificate students are registered for certification at the beginning of year 5. The IB calculates the total MYP points for each registered student in the following areas: English, Integrated Sciences, Mathematics, Integrated Humanities, Visual Arts, Language Acquisition, Interdisciplinary Understanding plus the Personal Project score. If they have achieved at least 28 points, they are issued an MYP Certificate.

All students registered for certification will receive a record of achievement, detailing the subjects taken in MY5 and their final score.

[More information can be found in our [MYP certificate guidelines](#)]

I DP responsibilities, guidelines and procedures

Ref. DP: *From Principles into Practice (2015)*

Ref. *Guidelines for developing a school assessment policy in the DP (2010)*

Assessment in the DP plays a crucial role in supporting learning as well as in measuring learning. It is intended to support curricular goals and to encourage appropriate student learning.

Responsibilities for record-keeping

Teacher responsibilities in the DP:

- Teachers are responsible for maintaining their own gradebooks and/or records of student learning. These must be regarded as part of the common intellectual property of the school, however, rather than being private to the teacher. In the event that a teacher leaves unexpectedly, the school has a formal record of student learning and tasks assigned during the year.
- Gradebooks must be in electronic form and be shared with the DP Coordinator at the start of each academic year. Teachers may choose to export their data for their own records but the gradebook must exist and be kept current.
- Data in gradebooks should be comprehensible to others, specifically other teachers, the Principal and the DP Coordinator so that they are able to support teachers where necessary.

Procedures for record-keeping

- Selected data in electronic gradebooks should be shared with students and parents to help improve communication between the school and home. The data shared however, should be up to the class teacher.
- Data in gradebooks should be expressed in terms of the DP criteria and should be organized in a coherent and consistent way.
- As DP gradebooks move towards full integration on the school's learning management system (ManageBac), there will be further expectations for keeping grades on this common platform. Examples and expectations of MB gradebooks will be shared from the DP Coordinator as these become available.
- Teachers must keep their electronic gradebook up-to-date, rather than filling it in on an occasional basis.
- Assessment records are archived by the school prior to each reporting period.

Other considerations

Assessment is emphasized through criterion-related assessment as opposed to norm referenced systems. This serves to 'judge student work in relation to identified levels of attainment, rather than in relation to other students' (IBO, 2010)

There is a distinction between formal IB assessment and the supporting formative processes that the school develops.

Assessment in the DP values the most accurate demonstration of student performance, rather than an average of grades over a period of time.

Assessment should look at student understanding at the end of the course, based on the whole course and not just parts of it.

The DP grade (seven-point scale) is determined by the IBO-published descriptors. These specific words are associated with each level and these terms are appropriate descriptions of a student's overall achievement.

- 7 Consistently excellent standard
- 6 Consistently good standard
- 5 Usually good standard
- 4 Satisfactory
- 3 In need of improvement
- 2 Giving cause for concern
- 1 Very poor

Formal testing and evaluations

‘Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator’ (IBO, 2010)

Teachers must consult the appropriate subject guide which will explain the specific assessment model and practises for the subject. Student work is assessed against the grade descriptors set out in the grade descriptor documents for subject areas. DP student work is assessed using the IB scale of 1 to 7 with reference to the relevant subject criteria.

The school has internal exams for IBDP students in accordance with the following schedule:

Date	Year	Exam
December	IBDP1	Exams cover material to date assessed in line with IBDP criteria
June	IBDP1	End of year exams based on past IBDP questions and assessed using relevant mark scheme
March	IBDP2	Mock exams using past IBDP papers and marked in accordance with available mark scheme

Effect of copying, plagiarism or cheating on assessments

Academic honesty is taken very seriously in the Diploma programme. By this stage, students are expected to have a good working knowledge for citation and plagiarism, as well as knowledge for what constitutes cheating or malpractice. Students who intentionally engage in academically dishonest behaviour will have consequences ranging from no mark given for tasks, letters home to formal meetings with administration. In the case of serious malpractice for work done in the external diploma, serious consequences will be employed which may result in the loss of the student’s diploma.

[See also Academic Honesty policy]

Effect of lateness or non-handing in of work on students’ grades

Students are informed of consequences and school expectations for academic work in the High School student handbook which is distributed at the start of each school year.

- Failure to catch up on assessed work at the arranged time, or to meet the new deadline will be reported to contact teachers and if deemed necessary, to parents
- Students will always be given ample time to complete assignments, provided they plan their work schedule effectively
- Students should make good use of after school study support if they are having a problem in completing assessment work
- Compulsory study support may be introduced for students at the contact teacher’s discretion in consultation with subject teachers.

Conclusion of the DP

Students are registered at the start of DP2 for the DP examination sessions in the spring of the academic year. Internal assessments for DP2 students are conducted throughout the year and submitted to the IBO beginning in March. The results are issued to the DP coordinator the beginning of July, and students can access their own results shortly after. Issues with exam results are brought to the attention of the school’s DP coordinator so s/he can liaise with the IBO when considering remarking or the option to retake examinations. Specific information with regards to DP2 diploma requirements are given to all diploma programme students beginning in DP1, and detailed deadlines are distributed at the start of DP2.

J Glossary

Ref. Making the PYP Happen. (2009)

Assessment Strategies

Observations

All students are observed regularly, with the teacher taking notes on the individual, the group or whole class. Observations include how groups work and the roles of participants within the group.

Process focused Assessments

The student's transdisciplinary skills/approaches to learning are observed regularly by using checklists, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

Selected Responses

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

Open ended Tasks

Students are given a stimulus and asked to communicate an original response. The answer might be a written answer, a drawing, a diagram or a solution.

Assessment Tools

Checklists

A checklist is a list of information, attributes or elements that should be present. Checklists are used for students to know the criteria before embarking on their work and to assess that they met the criteria. They do not measure how well the students perform.

Holistic Rubrics

A holistic rubric provides an overall impression of a student's work and yields a single score or rating for a product or performance. They provide a quick snapshot or sense of the impact of the overall performance.

Analytic Rubrics

An analytic rubric divides a product or performance into distinct aspects or dimensions and judges each separately using specific criteria. Since an analytic rubric rates each of the identified aspects independently, a separate score is provided for each. These are used for larger projects and summative assessment as well as for analyzing writing.

Benchmarks/Exemplars These are descriptions or samples of student work that serve as concrete standards against which other samples are judged. They can be used in conjunction with rubrics or continuums.

Anecdotal Notes Anecdotal notes are based on the observation of students. These notes need to be systematically compiled, organized and analyzed.

Continuums

These are a visual representation of the developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Written Reports

Written reports provide a combination of summative assessment data and anecdotal comments from teachers. They address both the academic performance of students and the social development and behaviour that is exhibited at school. Summaries of the written reports are kept on file in the school for a number of years.

Performance Assessments

An assessment exercise that is goal directed. These exercises are developed to elicit students' application of a wide range of skills and knowledge to solve a complex problem.

Conferences

Different types of conferences involving parents, teachers and students are scheduled twice every academic year. Formal parent conferences give parents information about the student's progress and needs and about the school's programme. Teachers should answer questions, address concerns and help parents define their role in the learning process. Conferences can also occur on request.

Portfolios

Beyond their role as a collection of work samples, portfolios can also be used as evidence for assessment. This is generally done through self-evaluation; students reflect on the evidence of their progress before using either open, or criterion-based, self-evaluation to make an assessment of their learning and to develop further goals.

K Bibliography

IB. (2015). *Diploma Programme: From Principles into Practise*. Cardiff: International Baccalaureate Organisation.

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Appendix A Assessment strategies

Ref. Making the PYP Happen. (2009) p.48

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Appendix B Year 11 Effort, Attitude and Behaviour grade

Effort and Motivation Grade

This is allocated for each student by the subject teacher.

Grade	Criteria (The student...)
G (Good)	Consistently: <ul style="list-style-type: none"> • attends class regularly • is punctual • comes to classes prepared • completes homework regularly • participates in class regularly • completes in-class assignments • works well independently and with others and has a positive attitude towards learning
N (Needs attention)	Student needs to give attention to one or more of the criteria Attention to achieve a G grade
U (Unacceptable)	Student's level of effort and motivation are unacceptable and the student is not reaching his/her potential
N/A (Not acceptable)	This means that a comment or grade is not applicable or cannot be given

Attitude and Behaviour Grade

These are allocated as one overall grade, based on input from the teaching team for the student.

Attitude Grade (orden)		Behaviour	
G	God (good)	G	God (good)
NG	nokså god (limited)	NG	nokså god (limited)
LG	lite god (poor)	LG	lite god (poor)

The following are taken into consideration when attitude and behaviour grades are awarded:

- Unaccounted absences
- Punctuality for lessons
- Failure to hand in assignments
- Failure to meet deadlines
- Behaviour towards teachers
- Behaviour towards fellow students
- Behaviour in class
- Academic dishonesty

Appendix C MYP – Vg1 alignment

Vg1-MYP Assessment Level Alignment

Vg1	Grading scale*	MYP	IBO (MYP) General Descriptors
1	Very low degree of competence in the subject	1 (1-5 pts)	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible , rarely using knowledge or skills.
2	Low degree of competence in the subject	2 (6-9 pts)	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	Fair degree of competence in the subject	3 (10-14 pts)	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	High degree of competence in the subject	4 (15-18 pts)	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.
		Low 5 (19-20 pts)	Produces generally high-quality work. Communicates reliable 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.
5	Very high degree of competence in the subject	High 5 (21-23 pts)	
		Low 6 (24-25 pts)	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 .
6	Exceptionally high degree of competence in the subject	High 6 (26-27 pts)	
		7 (28-32 pts)	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.

* kompetansebevis (competence certificate) grading scales taken from www.udir.no