



International School of the Gothenburg Region

Assessment Policy

*Published November 2016
Next revision November 2019*

Philosophy Statement

Assessment of student work should be a supportive and positive mechanism that:

- helps students to improve their learning,
- teachers to improve their teaching,
- the school program and curriculum to continue to develop, and
- enables parents to follow up and provide support to their children's achievement.

Assessment should measure more than one type of thinking and more than one type of success. Assessment should seek to provide an accurate reflection of the readiness level, work, and progress of students of various interests, strengths, and learning styles.

Purposes of Assessment

- To provide information about how students learn by determining what knowledge and skills they have acquired and understood, and therefore to guide further instruction.
 - To diagnose learning styles and student needs.
 - To ensure that learning outcomes are in alignment with curriculum objectives and goals.
 - To act as a feedback mechanism for curriculum development.
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Principles of Assessment

Successful assessment allows students to:

- Understand grading criteria in advance, including task-specific clarifications of general IB assessment criteria.
- Analyze and reflect on their learning in order to understand what needs to be improved.



- Demonstrate thinking at various (and ascending) levels of complexity.
- Highlight their strengths and demonstrate mastery.
- Express different points of view and interpretations.
- Be responsible for their learning.
- Perform at a higher level when challenged.

Successful assessment allows teachers to:

- Understand, specify, and reflect on what is asked of the students.
- Analyze and reflect on their teaching methodology in order to identify what needs to be developed.
- Highlight student successes and identify areas for growth.
- Differentiate teaching.
- Offer feedback to students
- Offer feedback to parents on their child's performance.

Practices of Assessment - General Expectations

- Assessment should take place in every grade level and every subject.
- Assessment should reflect content and course objectives.
- Assessment should consist of a range of formative and summative activities applicable to the year and course.
- Assessment should be used to identify individual differences and needs.
- Assessment should involve students in the planning stage whenever possible.

Practices of Assessment - Specific Expectations:

Students should:

- Actively seek out help if they feel confused or unable to perform an assessment task.
- Have a clear idea of the concepts, knowledge and skills that are being assessed and the criteria against which they are being assessed.
- Receive clear and timely feedback regarding assessment outcome.
- Be given adequate warning of any assessment for which preparation is necessary and be clear about the date of the assessment.
- Be aware that failure to meet set deadlines will result in consequences (though those consequences will not be grade-based)

Teachers should:

- Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments.
- Check the assessment calendar and make sure students have **no more than three summative tasks in any one week and no more than two on any one day.**
- Clearly define tasks and the criteria expectations for tasks. Teachers could ask a



coworker (preferably from a different subject) if the language of a task is clear and correct.

- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery.
- Use a variety of assessment tools.

The School should:

- Monitor a master calendar to ensure an even distribution of assessment tasks with enough notice for students.
- Monitor that useful feedback is given in a timely fashion.
- Keep records of achievement.
- Have and enforce an official policy regarding late work.

Parents should:

- Support the assessment policies of ISGR.
- Try to come to an understanding of the nature and practices of IB assessment, including familiarity with criteria-based assessment.
- Support student adherence to set deadlines for work.
- Help motivate their children.

Practices of Assessment - Summative Tasks

Summative Assessments:

- Summative tasks may consist of, among other things: tests, essays, presentations, research projects, lab reports, or field work.
- Students must receive *at least one week's notice* before summative tasks, including receiving task-specific clarification and rubric. In many situations, such as essays and research projects, one week will not be enough notice for effective student work.
- Tasks should be scheduled with sensitivity. Tests should not be scheduled on the day after major holidays. There should be reasonable intervals between assessments. Also, MYP 10's, for example, should have a light assessment load when the personal projects come due.
- Tasks should measure student performance on work *that has been taught*.
 - If a task asks students to create a TV commercial and will assess the quality of the commercial, for example, then teachers should teach what makes a successful commercial.
 - If students will be asked to give a presentation, teachers must teach how to present.
 - **Even if the assessment criteria call for working in “unfamiliar situations,” students must have been given an opportunity to practice how to deal with unfamiliar situations.**
- Students should be given an opportunity to receive some formative feedback on essays and projects *before they are due*.
- Summative tasks should be limited in scope to a defined unit (or units) or work.
- Projects and essays should have specific word count targets, which increase with grade



level.

- Summative tasks must allow all students an opportunity to reach the highest possible level of achievement. Also, tasks must allow students to reach the achievement level most appropriate for them. Tests cannot begin with questions from the 5-6 band, at the exclusion of 1-2 and 3-4 questions.
 - It is encouraged that summative tasks have a reflection component.
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Practices of Assessment - Formative Tasks

- Formative assessments can be formal, such as a quiz or first draft of a paper, or informal, such as class discussions.
 - Formative assessments should target smaller parts of a unit than a summative task will, but they should specifically prepare students for performing the summative task.
 - Formative tasks should influence teaching, but not officially influence a student's grade. If, when grading the summative task, a teacher really cannot decide between two grades, perhaps a formative task can influence that decision. But formative tasks must not represent an official part of the summative grade.
 - Formative tasks are different than summative tasks on the assessment calendar. If a class has three summative tasks in a week, a teacher can still schedule a formative task for that week. However, teachers should ask themselves if scheduling a formative task for the same week will yield the best results.
 - Formative tasks can be announced or unannounced.
 - A formative task is only formative if a student receives specific feedback.
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Practices of Assessment - Group Work

- Teachers are encouraged to allow students an opportunity to develop their collaborative and social ATL skills through periodic group work.
 - Teachers must make the groups or have a system in place for making the groups. Students should *never* be subject to the psychological experience of being excluded from a project group.
 - Teachers should give specific information regarding how grades will be determined in a group setting. Individual student performance should be acknowledged as well as group performance.
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Practices of Assessment - Assessment Tools

- Rubrics: An established set of criteria for grading student work. Rubrics should include descriptors of what characteristics to look for in student work and how those characteristics will be assessed. Rubrics can be developed with student input, though



that is not necessary. They should be distributed with the assignment of the task. Though rubrics will be specific to an assignment, they must be based on the IB general assessment criteria.

- Exemplars: Student work that serves as a concrete standard against which other samples of work are judged. It is highly encouraged that students receive an exemplar.
- Checklists: Lists of information, data, attributes or elements that should be present in any assigned task.
- Continua: Visual representations of developmental stages of learning. These continua show a progression of achievement or identify students' progress.

Practices of Assessment - Homework

- Will often continue work that was started in class.
- Should purposefully add to a student's understanding. Teachers should always ask themselves if a piece of homework will reap benefits.
- May allow continued work on research projects or other projects.
- Students should not receive an unreasonable amount of homework.
 - Teachers will also take into account specific students and their needs when considering what is a reasonable amount of homework.

Practices of Assessment - Reporting

MYP Grade Reporting:

- Fall developmental talks (usually in mid- to late October)
- Winter "report cards" (immediately before the December vacation) - comments and marks; comments will provide specific feedback based on the criteria, identifying strengths and areas for improvement. These are not actually report cards, though they have been referred to as such in the school community. Officially, they are mid-year progress reports.
- Spring developmental talks (Usually in late February or early March)
- Spring progress reports - comments only, specifically in response to things discussed during developmental talks, with criteria-based feedback.
- Summer report cards - marks only
- **At-risk notification** - parents must be notified if, at any point, a teacher feels a student may be in danger of failing the course for the term/year.

PYP Grade Reporting:

- **At-risk notification** - parents must be notified if, at any point, a teacher observes a student requiring extensive assistance and or severe learning delays.
- Student developmental talks - teacher led in autumn where students together with parents set learning goals.
- Student developmental talks - student led in the spring where students together with parents discuss learning goals and reflect on the learning process. The student portfolio



takes a vital role in this process.

- Student learning goals, 3-4 goals are in continual progress and are monitored by teacher and parents through the ManageBac academic portfolio.)
- Report Cards: Term 1 and Term 2
- Student Portfolio is a collection of students' work that is chosen based on criteria set by the class teacher and class. The students select the work independently, except in kindergarten when they are assisted by the teacher in the first term of school. The chosen work is accompanied with either a reflection or explanation of why it was selected. The portfolio belongs to the student and it is taken home with them at the end of the school year. There is a portfolio open house in June when parents are invited in to view the portfolio in the classroom.

Practices of Assessment - Grading Procedures

Determining grades in MYP:

- Individual summative assessment tasks should not receive one overall score (as they might in national systems). Grades must be criteria-based. Students will receive a separate score for each criterion that is applicable to the project. Neither students nor teachers should try to determine an "overall" grade by adding up or averaging the criteria marks.
- Teachers should determine the individual criterion scores by using the "best fit" approach. This means that teachers use their judgement to assign an achievement level to an individual criterion for an assignment. If an individual criterion has several strands relevant for a given assessment and a student produces work of different achievement levels for different strands, the teacher makes the decision for which achievement level is the "best fit" for that criterion. For example, if for Criterion B strand i a student's work is in the 7-8 level, for strand ii 5-6 and for strand iii 5-6, then the teacher must determine which mark is the "best fit" for Criterion B. In this case, it would most likely be 6.
- When trying to determine a subject mark for a report card, teachers must again use the "best fit" procedure. If a student has received a 4, 5, and 5 for Criterion B, then the teacher should determine what score is the best fit for Criterion B. (Most likely a 5).
- Once a teacher has used his/her professional judgement to arrive at a final, best fit mark for each criterion, they can add up the 4 criteria scores, take the sum and plug it into this table to arrive at a final, overall course mark.

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

- Grading Criteria: each subject group has its own assessment criteria, though there is a lot of overlap between them. (See table.)



Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language
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 the Real World
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 Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesizing and Applying	Communicating	Reflecting

Timing and Logistics of Grades in MYP

- For classes that meet at least three hours per week, teachers must assess each criterion and each strand at least once in the fall term and at least twice in the spring term. For classes that meet 2 hours or fewer per week, teachers must assess each criterion and each strand at least once in the fall term and once in the spring term.
- Since all assessment tasks will not assess all strands, teachers will most likely teach 4-6 units per school year.

Giving Back and Reacting to Grades in MYP



- It is important that students complete work punctually. In order to ensure this, MYP will follow a **uniform late work policy**.
 - If a student fails to turn in a summative task, teachers will:
 - Speak to the student first. The conversation should happen as soon as possible and away from the rest of the class. Try to determine the reason the student missed the task and create a plan for the task to be completed immediately.
 - The plan can (and will likely) include attending Tuesday catch-up.
 - Teachers will also notify parents that the student did not complete the task.
 - If the student still fails to turn in the task (or misses subsequent tasks), then the teacher will ask for a meeting with the student and the parents, at which time all parties will agree to a specific plan to support the student and help him/her to complete work on time.
 - If these steps do not result in improvement in subsequent tasks, then the teacher will notify the deputy principal and principal, who will meet with the student and parents to decide on a course of action.
- In the event of a student receiving a 3 or lower on a test, he or she has the right to retake the test. Students will be allowed to receive as high a mark as they are able on the retest. Teachers cannot place an artificial boundary on grades simply because it is a retest. This refers only to tests and not to presentations, reports, essays, labs, etc.
 - Teachers, in consultation with the coordinator, deputy principal or principal, can choose to limit the achievement level of the retest or not to offer a retest. In order to avoid the appearance of favoritism, a teacher must have documented evidence to support their decision. This evidence could include repeated missed homework assignments and/or unexcused absences. In this case, parents should have been notified of a pattern of missed work in advance of the assessment.
- Teachers **must immediately notify parents if they feel a student is in danger of failing a course for a term/year**.
- Teachers should use grades as an opportunity to reflect on their teaching and the appropriateness of the level of their assessment tasks. If more than 33% of a class fail a summative assessment task, teachers should see that as an indication that some adjustment needs to be made, either to the task, to the teaching style, or to the pace of the delivery. Similarly, if more than 33% of a class receive all 7-8's on a task, teachers may want to consider revising the difficulty of the task. (Please note that both tasks in these scenarios *may be perfectly acceptable*, with the results skewed/affected by outside circumstances. Teachers should use the grades as a chance to *reflect* on those tasks and may be asked to show evidence of that reflection.)
- Teachers are expected to have work graded and commented upon within two weeks of the date of collection.
- Comments should be specific and criteria-based. They cannot be mere acknowledgement of success or failure ("Good job!" or "This needs work.") Comments must be instructive and thorough enough that students can use them to reach a higher level achievement on subsequent tasks.



Determining Grades and the Student Report in PYP:

- Teachers write an individual comment for each unit of inquiry describing the student's progress in terms of transdisciplinary skills and the summative assessment task which demonstrates an understanding of the central idea.
- Teachers write an individual development comment for each student in terms of the learner profile and attitudes. This comments reflects the student's learning process and highlights areas of strength and achievement.
- Teachers should determine the individual criterion scores by using the “best fit” approach. This means that teachers use their judgement to ascribe an achievement level to an individual criterion. If an individual criterion has several strands relevant for a given assessment and a student produces work of different achievement levels for different strands, the teacher makes the decision for which achievement level is the “best fit” for that criterion.
- Grade level teachers assess students using agreed upon criteria for each subject strand as well as central ideas for units of inquiry.
- Summative and formative assessments are taken into account when arriving at grades in the primary years. Individual summative assessment tasks should not receive one overall score (as they might in national systems). Grades must be criteria-based. Students will receive a separate score for each criterion that is applicable to the project. Neither students nor teachers should try to determine an “overall” grade by adding up or averaging the criteria marks.
- Once a teacher has used his/her professional judgement to arrive at a final, best fit for each strand or central idea, an overall criteria descriptor is given. (see the below table)

Beginning	Beginning Is beginning to understand concepts and apply skills
Developing	Consolidating and developing major concepts and applying skills
Mastered	Understands major concepts, performs all expected tasks
Extending	Extending Fully grasps concepts and skills, able to apply and extend to other areas

The following areas are reported on in the student report twice per year in December and in June. This accompanied by individually written comments by the mentor teacher for each unit of inquiry and a general comment on the whole child's development in terms of the learner profile and attitudes. This includes all primary teachers.

6 Units of Inquiry: Central idea



Mathematics: Data handling, Measurement, Shape and space, Pattern and function and Number
Swedish or English as an Additional Language
English: Oral Language, Visual Language, Written Language-reading, written language-writing
Physical Education: Identity, Active Living and Interactions
Art: Create and Respond
Music: Create and Respond

PYP Exhibition and MYP Personal Project

PYP Exhibition:

In grade 5 students participate in the exhibition, they are 10-11 years old. As part of the formative assessment of the exhibition students keep an Exhibition Portfolio which includes reflections on their learning process as well as a collection of their work. There is continual assessment throughout the exhibition including anecdotal notes, checklists, rubrics, and exemplars. There is a summative assessment rubric at the end of the exhibition that is accompanied with a reflection component. The teacher, guide and student all complete the summative rubric which results in the final grade descriptor.

MYP Personal Project:

The personal project is a compulsory project completed in the final year of the MYP. It is an opportunity for students to explore a topic of interest to them, to develop their Approaches to Learning (ATL) skills and to create something unique. Every grade 10 (MYP 5) student who is enrolled at ISGR from the beginning of the school year completes this project.

Each student is paired with a teacher who serves as a supervisor to help advise the student on the completion of the project. This supervisor is responsible for providing guidance and support but is in no way obligated to guarantee the student's success. The personal project is the student's responsibility.

The personal project, like other MYP disciplines, is assessed according to four criteria. The assessment process consists of each project being marked by the student's supervisor and a group of three teachers.



Assessment Policy Access and Review

Access to Assessment Information:

All teaching staff have access to the assessment policy as well as the grading criteria via ManageBac files. Parents and teachers use the student academic portfolio in ManageBac to follow their child's learning goals as well as access the student report.

Review of Assessment Practices:

At the beginning of the school year in August teaching teams review assessment expectations and practices. The student report is worked on in collaborative teams in both terms of the school year. At the end of the school year in June, teaching teams reflect on and review assessment practices.

Review of the Assessment Policy:

The assessment policy is annually reviewed by the programme coordinators and principals and reviewed every 3 years by the school community including teachers and parents.

The programme coordinators are responsible for ensuring this process is done collaboratively and by all stakeholders.

Roles and Responsibilities

The roles and responsibilities for the implementation of and review process include the following members of the school community:

Principals: Ensure the implementation of the Assessment Policy.

PYP Coordinator: Plan review process, documentation, plan with, collaborate with MYP and DP coordinators. Communicate the assessment policy to all stakeholders.

MYP Coordinator: Plan review process, documentation, plan with Deputy Principal for team review sessions, collaborate with PYP and DP coordinators. Communicate the assessment policy to all stakeholders.

Parents: Provide feedback on the Assessment Policy and be familiar with its contents.

Teachers: Provide feedback on the Assessment Policy and be familiar with its contents.

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