



ISS

SINGAPORE CAMPUS

Realising Potential

ASSESSMENT GUIDELINES

Revised 25 January 2017

Assessment Guidelines

Section 1: Philosophy and principles that underpin assessment practice at ISS:

What and why do we assess?

The purpose of assessment is to improve student learning.

Effective assessment improves student learning by allowing informed feedback to be given and received in response to the following three key questions (Hattie J: Visible Learning for Teachers 2012):

Where are they going? (What are the goals?)
How are they going there? (What progress is being made towards the goal?)
Where to next? (What activities need to be undertaken next to make progress?)

NB: These questions refer to both the students and the teachers.

For students

Effective assessment enables students to improve their own learning by:

- giving ongoing opportunities to demonstrate what they have understood
- giving effective feedback to understand their own progress and plan the next stages of their own learning
- giving ongoing opportunities to understand learning goals and criteria for success
- giving ongoing opportunities to share reflections with peers
- giving ongoing opportunities to build confidence and self-esteem
- giving the motivation to set and achieve goals.

For teachers

Effective assessment enables teachers to improve student learning by:

- enabling them to determine degrees of prior knowledge before connecting new learning
- enabling them to ascertain degrees of understanding at various stages of the learning process
- enabling them to plan the next stages in the learning process
- enabling them to make informed decisions on how to adapt and improve their teaching practices.

For parents

Effective assessment enables parents to support their child's learning by:

- providing ongoing information on their child's learning
- providing information to assist their children in planning for the future.

For curriculum leaders

Effective assessment enables curriculum leaders to improve student learning by:

- collecting and analyzing data necessary for effective curriculum evaluation and revision.

Section 2 - Assessment Practices at ISS: How do we assess?

Assessment at ISS is used

- to identify the nature of assistance needed by individual students.
- as a teaching process to provide continuous feedback to students.
- as a means of determining the levels of achievement reached by our students.
- to inform parents of their children's progress.
- to allow the school to monitor the effectiveness of curriculum

Assessment at ISS is an integral part of teaching and learning and is in line with IB requirements as set out in the guides to the three programmes offered by the school and in Standard C 4 (Assessment) of the IB's *Standards and Practices* guide (see p 6). The purpose of assessment is clearly explained to the students at all times.

It is an expectation that all staff are familiar with the IB expectations related to Assessment Practices in their area of responsibility. These expectations are outlined in the following IB documents which should be revisited by staff frequently to ensure that they are using the most up to date guidance. All documents are available to staff via the [OCC](#) and the [MYP Resources site](#) :

PYP

Making it Happen p44-54

MYP

[From Principals into Practice p78-96](#)

[Guide to MYP e Assessment](#)

[Handbook of Procedures for the Middle Years Programme](#)

[Further guidance for developing MYP assessed curriculum](#)

[MYP Projects](#)

[Further guidance for Projects For use from May 2016](#)

[DP](#)

Diploma Programme Assessment: Principles & Practice p12-19

General regulations: Diploma Programme

Handbook of Procedures for the Diploma Programme

2.1: Types of assessment at ISS

ISS recognises and employs different types of assessment, which interact and are mutually supportive:

- **Formative assessment** is an integral part of the learning experience. The use of assessment in a formative sense, to provide regular feedback of both teaching and learning processes, is essential in allowing teachers and students to build upon strengths and address areas for improvement. Pre-testing, in either oral or written form, is an important part of formative assessment as it is used to gather baseline data to establish the current level of student learning before new units of enquiry are begun.

Formative assessment practices employed at ISS include, but are not limited to: short oral and written tests; multiple choice and one-word answer tests; lab reports; peer and self-assessment; self-evaluation rubrics; debates; role-play; reflective portfolios; interviews with students; anecdotal notes; exhibitions of work; cartoons and storyboards; mindmaps and use of multimedia presentation tools.

Objectives addressed by specific assessment tasks are shared with students and feedback is given as soon as possible.

- **Summative assessment** Assessment tasks are carefully designed to measure the achievement level reflecting the objectives and assessment criteria of the programmes.

As with Formative assessments, summative assessments should use a wide range of strategies to enable students to effectively show their understanding.

Students will be given clear criteria for success in all assessment tasks.

Diagnostic

Diagnostic assessments refer to norm referenced externally created assessments, such as ISA's, WIDA, Standardised Reading test etc. These will be used to provide specific data on student progress which will then be used formatively to assist the individual student's learning and the development of programmes.

2.2 Grading and marking

ISS is committed to ensuring that its grading and marking policy is compliant with both the philosophy and the specific regulations of the IB programmes and as such regularly reviews IB policies specific to programmes to ensure compliance.

Throughout ISS it is important to note that grading should always:

- Reflect the most accurate description of student achievement at the time of grading and not an averaging of performance over a reporting period.
- Emphasise criterion based rather than norm referenced assessments, ie judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.

How are student assessments graded and marked

PYP

EE - Exceeding Expectations - The student is exceeding expectations for this grade level

ME - Meeting Expectations - The student is achieving expectations for this grade level

AE - Approaching Expectations - The student has not yet reached the expectations for this grade level

ED - Experiencing Difficulties - The student is currently experiencing difficulties accessing the expectations for this grade level.

NC - Not Covered - This area has not yet been taught or assessed

MYP

MYP Eight Subject Groups: Grading scale from 7 (highest) to 1 (lowest) with subject specific assessment criteria descriptors. Final grades are given at the end each MYP year for each subject group and are based on at least two judgements against each strand of all subject-group criteria.

Approaches to Learning ratings:

EE - Exceeding Expectations - The student's progress against the ATL is exceeding expectations.
ME - Meeting Expectations - The student's progress against the ATL is meeting expectations.
AE - Approaching Expectations - The student's progress against the ATL is approaching expectations.
BE - Below Expectations - The student's progress against the ATL is below expectation.
N/A - Not Applicable

Personal Project:

Each personal project objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work. The addition of the scores for the four criteria provides a total score out of 32 which will equate to an overall grade of 1-7 as defined by the IB published grade level boundaries (eg a total score of 30 points would equal a grade of 7 being awarded.)

Formative assessments:

A range of formative assessments are conducted throughout the year to ensure students have a clear understanding of their learning process. These include but are not limited to; oral and/or written teacher feedback, self, peer feedback and group feedback.

Summative assessments:

Summative assessments are conducted at the end of a unit of study; these assessments are marked using subject-specific MYP assessment criteria.

MYP students also sit exams in their subjects (with certain exceptions, such as MYP Arts and Design); subject-specific assessment criteria are used for this purpose, which result in a criterion level totals. In order to convert these criterion level totals into an exam grade, the MYP grade boundaries are used.

Standardisation of assessment:

"MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like". Those understandings are best developed through a process of standardization."(Further guidance for developing MYP assessed curriculum: 2016 p7). To ensure this standardization, where there is more than one teacher of the same subject group, these teachers meet to cross-moderate their marking of summative assessments, including exams. Personal Project supervisors cross-moderate their markings at the end of the project in February-March.

Academic Honesty:

All students are asked to sign a pledge of Academic Honesty at the start of the academic year, which applies for the whole year. All

students are provided with a copy of the school's Academic Honesty Policy. Before both mock examinations and final MYP eAssessment examinations in Grade 10, students are briefed on the IB's 'Conduct of Examinations-Notice to Candidates'.

DP

Group 1 to 6 subjects: Grading scale from 7 (highest) to 1 (lowest) with subject-specific assessment criteria descriptors

Theory of Knowledge & Extended Essay: Grading scale from A (highest) to E (lowest) with component-specific assessment criteria descriptors.

At the start of the academic year, DP assessment criteria are made available to all DP teachers and a reminder is issued to teachers to issue these assessment criteria to DP students. DP teachers are to spend some time during the first few lessons of the new academic year going through the subject-specific assessment criteria with the students.

Approaches to Learning (ATL) ratings:

EE- Exceeding Expectations - The student is exceeding expectations for this grade level

ME - Meeting Expectations - The student is achieving expectations for this grade level

AE - Approaching Expectations - The student has not yet reached the expectations for this grade level

BE- Below Expectations - The student's skill level is below expectations for this grade level

N/A - Not Applicable

Formative assessments: A range of formative assessments are conducted throughout the year to ensure students have a clear understanding of their learning process. These include but are not limited to; oral and/or written teacher feedback, self, peer feedback and group feedback.

Summative assessments: Summative assessments are conducted at the end of a unit of study in most subjects (with certain exceptions, such as the Group 6 subjects); these assessments are marked using subject-specific DP assessment criteria. Throughout Grade 11, students also sit end-of-semester exams in their subjects (with certain exceptions, such as the Group 6 subjects); subject-specific assessment criteria are used for this purpose, which result in a point score. In order to convert these point scores into a end-of-semester exam grade, the grade boundaries from the previous examination session are used.

Standardisation of assessment: Where there is more than one teacher of the same DP subject, these teachers meet to cross-moderate their marking of summative assessments, including end-of-semester exams. TOK teachers cross-moderate final TOK Essays and TOK Presentations.

Academic Honesty: All students are asked to sign a pledge of Academic Honesty at the start of the academic year, which applies for the whole year. They are provided with a copy of the school's Academic Honesty policy. Before each end-of-semester examination in Grade 11 and before both mock examinations and final IB Diploma examinations in Grade 12, students are briefed on the IB's 'Conduct of Examinations-Notice to Candidates'.

2.3 Recording and Reporting

ISS is committed to ensuring that all parties involved in the development of a student are able to develop a clear picture of that student's progress via the recording and reporting of assessment data. To this end systems are in place to ensure that student progress is effectively recorded and reported to parents, teachers and most importantly the student themselves.

How student assessment data is recorded and stored:

Appendix 1 to this document clearly indicated where assessment data should be recorded and stored in the column labeled: Where is the assessment data stored?

How student assessment data is shared with parents

PYP:

Semester Reports:

Students receive two written reports each year which are issued during the final week of each semester. These reports contain information about student progress in all of the essential elements of the PYP.

Conferences:

Each academic year there will be two 3 Way Conferences one in the first semester and one in the second.

In addition to the 3 Way conferences there will be one Student Led Conference in the Second Semester where the student will share their learning journey with their parents. Central to this meeting is the Student Portfolio which is a collection of student work kept to share with parents and to demonstrate how students are progressing during the year, these portfolios may be physical or electronic.

Ongoing feedback to parents;

Teachers are expected to maintain ongoing communication with parents throughout the academic year to ensure that parents are fully informed of any relevant information concerning their child's progress at school.

For students on Learning Support Student Plans, please see the Student Support Guidelines

MYP

Mid-Semester & Semester reports:

Students receive one Mid-Semester report in Grades 6-8 and two Mid-Semester reports in Grades 9-10.

In addition from Grades 6-10 there are two Semester reports per academic year which are issued during the final week of each semester.

Mid-Semester reports are issued prior to the mid semester break and contain Approaches to Learning (ATL) ratings and a Homeroom comment from the teacher.

Semester reports contain subject grades, ATL ratings and a teacher comment for each subject.

Semester One report reflects the students achievements up to that point of the academic year. At the time of the Semester One report not all strands of all four assessment criteria in each subject area will have been assessed at least twice. As a result the grade on the Semester One report whilst an accurately assessed representation of student learning, should be viewed as interim since MYP regulations state that *'final grades in each MYP year for each subject group must be based on at least two judgments against each strand of all subject-group criteria.'* (Further guidance for developing MYP assessed curriculum p6).

Semester Two report is the final report of an academic year. All strands of all four assessment criteria are assessed at least twice for Semester Two report to provide a valid final grade for the academic year. All reports are communicated electronically to students & parents via ManageBac.

Student-Parent-Teacher Conferences:Twice during the academic year (once in each semester), Grade 6-10 students and their parents meet with teachers to discuss student progress, based on evidence gathered from both formative and summative assessments and teacher observation.

Student Led Conferences

There will be one Student Led Conference in the Second Semester for Grade 6-8 where the student will share their learning journey with their parents.

Ongoing feedback to parents: Teachers maintain regular communication with parents about their child's progress, either via email or phone call. Where necessary, teachers will send out a 'Progress Concern Report' to parents, if the student is facing ongoing problems within a particular subject (low academic achievement, personal organisation/time management issues). If needed, teachers will arrange to meet with both the student and the parents face-to-face to find a way forward.

DP

Mid-Semester & Semester reports:

Students receive two Mid-Semester and two Semester reports per academic year.

Mid-Semester reports are issued prior to the mid semester break and contain a subject grade, Approaches to Learning (ATL) ratings and a Homeroom comment from the teacher.

Semester reports are during the final week of each semester and contain a subject grade, Approaches to Learning (ATL) ratings as well as a teacher comment. All reports are communicated electronically to students & parents via ManageBac.

Student-Parent-Teacher Conferences:

Grade 11: Twice during the academic year (late October/early November & late February), students and their parents meet with teachers to discuss student progress, based on evidence gathered from both formative and summative assessments and teacher observation.

Grade 12: Twice during the academic year (late October/early November and mid-March), student and their parents meet with teachers to discuss student progress and to determine whether the student is still on track within his/her IB Diploma programme. The meeting in mid-March focusses in particular on the student's performance in the Mock Examinations and what steps the student should take to prepare appropriately for the final examinations in May.

Ongoing feedback to parents: Teachers maintain regular communication with parents about their child's progress, either via email or phone call. Where necessary, teachers will send out a 'Progress Concern Report' to parents, if the student is facing ongoing problems within a particular subject (low academic achievement, personal organisation/time management issues). If needed,

teachers will arrange to meet with both the student and the parents face-to-face to find a way forward.

How student assessment data is shared with the student

PYP

Students are aware of their progress through set goals and reflection. This is supported through timely feedback, self and peer feedback, and one-on-one conferencing.

MYP

Students have access to the gradebook on ManageBac. This is supported through timely teacher feedback (oral and/or written), student self-reflection and peer assessment feedback, and student-parent-teacher conferencing.

DP

Students have access to the gradebook on ManageBac. This is supported through timely teacher feedback (oral and/or written), student self-reflection and peer assessment feedback, and student-parent-teacher conferencing.

Section 3 – Principles of Assessment: What are the characteristics of effective assessments?

Core Components of Assessment Practices at ISS

ISS identifies 8 core components of effective assessment:

- 1. Clear Learning Outcomes** - Alignment of learning activities, teaching strategies and assessment practices with learning standards is essential for effective education. Learning, teaching and assessment are enhanced when linked to objectives and criteria. Assessment processes reflect the subject area content and curriculum and involve the performance of abilities representing the educational standards, thus allowing both the student and teacher to assess what the student can do and how he/she can use knowledge, concepts and skills.
- 2. Clarity** - Assessment purposes, procedures and results will be widely communicated in ways that are understandable and useful to students, parents, and the community. All aspects of the assessment process will be open to review and scrutiny. All assessments will reveal in advance the criteria by which student performance is judged. Criteria in grading will be clear, appropriate, published, consistently applied and understood by those affected. Students will be shown examples of exemplary work that can be used as a model for their own work.
- 3. Equity** - Assessment will be non-discriminatory and will support every student's opportunity to learn. Assessment systems and all their parts, including standards, tasks, procedures and uses will be fair to all students and non-discriminatory. Assessments will respect cultural, linguistic, gender and educational backgrounds and allow for diversity in learning styles and abilities. Equitable opportunities for limited-English-proficient and special needs students will be provided.
- 4. Variety of Methods** - An assessment strategy using multiple methods is essential in order to measure with confidence student learning across the district's learning standards. A body of evidence, many measures taken across time, is required to sample adequately student achievement on the standards. Assessment design will reflect the developmental needs and learning styles of students.
- 5. Authentic Experiences** - Assessments require performances that are related to those required in actual or anticipated situations and require students to engage in the thoughtful application of knowledge and skills to real issues and problems.
- 6. Student Involvement** - Student growth is enhanced when they are given both an explicit statement of standards they must meet and a way of seeing what they have learned. Assessment will include sufficient opportunities for students to monitor their learning through self-assessment.

8. Continuous Improvement Opportunities - Assessment at ISS is part of a continuous, coherent learning process directed toward achieving standards. Assessment is most effective when it yields frequent, on-going feedback as part of a continuous process of improving student performance, teacher instruction, the curriculum, and the assessment system.

9. Recording and Reporting Progress and Growth - In keeping with the primary purpose of enhancing student learning, the emphasis for reporting assessment results at ISS is on identifying and reporting educational progress and growth, rather than comparisons of individuals or schools. Methods of communicating student growth will vary depending on audience and purpose. Regardless of purpose and method, all assessment results will be clear and understandable.

Section 4 -Sharing of the School's Assessment Policy

Sharing with staff

The assessment policy will be available for all staff on the Teacher Portal. Time will be allocated at least once an academic year to share the assessment policy with staff in the context of a staff meeting.

Sharing with students

The assessment policy will be available to students via the school website and relevant sections will be included in the Parent & Student Handbook.

Sharing with parents

The assessment policy will be available to parents via the school website and relevant sections will be included in the Parent & Student Handbook.

Section 5- Appendixes

Appendix 1 = List of Assessments that occur at ISS

Date of Adoption : 30 July 2002
Authority : ISS International School, Academic Board
Amended : 12 December 2007, October 2009, March 2015,
August 2016, December 2016

References:
Guidelines for developing a school assessment policy in the Diploma Programme

Assessment Guidelines:
Appendix 1
List of Assessments that occur at ISS

Diagnostic: Diagnostic tests refer to norm referenced, externally created, assessments.							
Primary Years Programme (K-5)							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB, ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
Reading Running Records: PM Benchmarks/ Probes	To identify the focus for reading instruction.	Twice a year, three times a year if additional data required	Class teacher	Goal setting with students	Shared Literacy folder on Google Drive	A Guide to Literacy at ISS Probes Teacher Instruction manual PM Benchmarks Teacher Instruction manual Assessment Calendar	C4:5 C4:7
ISA (Gr 3-5) International Schools' Assessment	-measuring individual students' achievement in order to reflect on and address	February	Class teacher	Comprehensive individual student reports sent home	Online Data records	ISA Testing Program Information Handbook	C4:7

	strengths and weaknesses -monitoring an individual's or group's progress over time						
NZ Mathematics (K1-K2)	To identify focus for math instruction within the Number Strand	Twice a year	Class teacher	Goal setting with students	Shared Math folder on Google Drive	<i>A Guide to Math at ISS</i> Assessment Calendar	C4:5 C4:7
Mathletics online Assessments (G2-G5 - Ontario Assessment) (G1 - LSCDA / LSCDB Math's Assessment)	To identify focus for math instruction	Twice a year G1 LSCDA- 1st semester LSCDB - 2nd semester	Class teacher	Goal setting with students	Shared Math folder on Google Drive	Mathletics teacher support centre <i>A Guide to Math at ISS</i> Assessment Calendar	C4:5 C4:7
Maths exemplars	To identify focus for problem solving instruction	Three times a year	Class teacher	Rubric	Stored in Student Progress Folders	<i>A Guide to Math at ISS</i> Assessment Calendar	C4:5 C4:7

W-APT	To assess student's level of English language proficiency	Upon entry to school from Grade 1 onwards.	ESL teacher	Goal setting with students individually and letter to parents	Results are stored in shared google documents and in students' progress files.	W-APT Test Administration Manual	C4:7
WIDA-MODEL (Online)	To track development of English language skills and identify focus for further instruction	At the end of each semester (November and May)	ESL teacher	Goal setting with students and letter to parents.	Stored in shared google documents and in students' progress files.	WIDA Model online Test Administration Manual Grades 1-12	C4:7
Words Their Way	To identify focus for word study instruction	Two times a year	Class teacher	Goal setting with students	Shared Literacy folder on Google Drive	Words Their Way Books Assessment Calendar	C4:5 C4:7

Middle Years Programme (G6-10)							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB, ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
ISA (Gr 6-10) International Schools' Assessment	-measuring individual students' achievement in order to reflect on and address strengths and weaknesses -monitoring an individual's or group's progress over time	February	Class teacher	Comprehensive individual student reports sent home	Online Data records	ISA Testing Program Information Handbook	C4:7
W-APT	Data guides the placement of student phase in language acquisition classes. Can-do descriptors detail students abilities.	Placement test is administered upon enrollment.	Language acquisition teachers	Letters to parents are sent home	Hardcopies are stored in admissions office and ESL coordinator's office. Digital copies in shared google folders	W-APT Test Administration Manual	C4:7
WIDA-MODEL On-	To track	At the end of	ESL teacher	Goal setting	Stored in	WIDA Model	C4:7

line	development of English language skills and identify focus for further instruction	each semester (November and May)		with students and letter to parents.	shared google documents and in students' progress files.	online Test Administration Manual Grades 1-12	
Achieve 3000 Programme (G9, 10)	To support ESL-supported MYP students	Ongoing throughout the year, the program adjusts students' lexile levels every month	ESL Teacher	Goal setting with students and letter to parents.	Online data records within the program	ISS ESL Guidelines & Procedures	C4:3 C4:4 C4:6 C4:7
Star Reading	To track reading comprehension progress of all students of English) for instruction and extensive reading choices. Provides additional data to support movement between LA Phases.	Three times a year (September, January, May)	English Teachers /Literacy Coach	MS and HS teachers receive feedback via a meeting and a presentation. Teachers can opt to share the lexile levels with their students. Lexile range to be shared with parents via e-mail.	Online data records at STAR Folder on Google drive Specific reports in Literacy Coach computer	STAR admin folder	C4:3 C4:4 C4:6 C4:7

Diploma (DP)/Diploma Course (DC) Programme (Gr11-12)							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB, ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
W-APT	Data guides the placement of student phase in language acquisition classes. Can-do descriptors detail students abilities.	Placement test is administered upon enrollment.	Language acquisition teachers	Letters to parents are sent home	Hardcopies are stored in admissions office and ESL coordinator's office. Digital copies in shared google folders	W-APT Test Administration Manual	C4: 7
Star Reading	To track reading comprehension progress of all students of English (LangA and LangB) for instruction and extensive reading choices.	Three times a year (September, January, May)	English Teachers /Literacy Coach	Teachers receive feedback via a meeting and a presentation. Teachers cho opt to share the lexile levels with their students. Lexile range to be shared with parents via e-mail.	Online data records at STAR Folder on Google drive Specific reports in Literacy Coach computer	STAR admin folder	C4:3 C4:4 C4:6 C4:7

Formative: Assessments used during the learning process in order to modify teaching and learning activities to improve students attainment.

PYP							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB, ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
Self assessments	Allows students ownership over their learning	Throughout the school year	Students	Personal goal setting	Student portfolios	Making it Happen p50 Portfolio Guidelines Assessment in the PYP (OCC)	C4:8
Peer assessment	Allows students responsibility of their learning	Throughout the school year	Students	Verbal or written feedback from peers	Student portfolios	Making it Happen p50 Portfolio Guidelines Assessment in the PYP (OCC)	C4:8
Observations/A necdotal records	Documented observation notes analyzed to identify learning focus	Throughout the school year	Teachers	Verbal feedback	Teacher records	Making it Happen p50 Portfolio Guidelines Assessment in the PYP (OCC)	C4:3 C4:8
Rubrics	Established criteria provides students with learning outcomes	Throughout the school year	Teachers and Students	Written comments	Student portfolios	Making it Happen p50 Portfolio Guidelines Assessment in the PYP (OCC)	C4:3 C4:8

Formative Assessment Middle Years Programme (G6-10)							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB, ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
Self Assessments	Allow students to be self aware and take ownership of their own learning journey	on going	students and facilitator	goal setting and reflections	Student Portfolios and Managebac	From Principles into Practice p78-96 Handbook of Procedures for the Middle Years Programme	C4:8
Peer Assessment	Allow students to improve based on the benchmarks set within the class; and by peers. This also allows students to be extended beyond their comfort zones.	on going	students and facilitator	reflections	Student Portfolio and Managebac	From Principles into Practice p78-96 Handbook of Procedures for the Middle Years Programme	C4.3 C4:8
Observation/ Anecdotal Reports	Allows teachers and observers to report on learning behaviours and needs.	on going	teacher/ facilitator	on Managebac reporting system	Managebac	From Principles into Practice p78-96 Handbook of Procedures for the Middle Years Programme	C4.3 C4.4 C4.7 C4:8

						Programme	
<p>Criterion related Assessments, for example</p> <ul style="list-style-type: none"> - class tests/quizzes - essays - investigations (Sciences, Mathematics, Design) - lab reports - portfolios - developmental workbook (Arts, Design, Languages, Individuals and Societies) (writing journals/blogs, logbooks, multimedia) 	<p>Allow students and teachers to be familiar with subject knowledge, skills and the MYP assessment criteria and practices.</p>	Ongoing	teacher/facilitator	<p>Immediate feedback to students on their assessment papers and reports; then on the Managebac reporting system</p>	Managebac	<p>From Principles into Practice p78-96</p> <p>Handbook of Procedures for the Middle Years Programme</p> <p>MYP Subject Guide-Assessed Curriculum</p> <p>Further guidance for developing MYP assessed curriculum</p>	C4.1a C4.5 C4:8

presentations, etc)							
Diploma (DP)/Diploma Course (DC) Programme (Gr11-12)							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB, ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
Continuous, subject-specific assessments for all students in Grade 11 & 12	<ul style="list-style-type: none"> - To find out what learning has been understood and to determine a grade for reporting - It provides teachers with an indication what measures to take to support students further during the course and in preparing for 	<p>Grade 11: Throughout the academic year</p> <p>Grade 12: until the end of April</p>	DP subject teachers	Oral and/or written feedback	<p>ManageBac</p> <p>Teachers' personal records</p>	<p>Assessment in the Diploma-Principles & Practice</p> <p>ISS Assessment Policy 2016-2017</p>	<p>C4: 1</p> <p>C4: 2</p> <p>C4: 3</p> <p>C4: 4</p> <p>C4: 5</p> <p>C4: 6</p> <p>C4: 7</p> <p>C4: 8</p>

	final DP exams - It indicates whether certain students might have to change from HL to SL						
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Summative: Assessment evaluates student learning at the end of an instructional unit

Elementary School

Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB,ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
Summative Assessments at the end of a unit of work.	To identify understanding of Central Idea	Whilst the assessment is completed by the end of a unit, it may take the form of an ongoing task	Class Teacher	Rubrics, ongoing verbal or written feedback	Report card comments	Report Guidelines	C4:3 C4:6
Exhibition	Demonstrates a consolidation of their learning throughout the Primary Years Programme	Grade 5	Class Teacher	Rubrics, ongoing verbal or written feedback	Report card comments	Report Guidelines IB Exhibition Guidelines	C4:6 C4:9

Middle Years Programme (G6-10)

Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB,ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
On-screen	- to enhance	April 2016	MYP Class	Exam results	IBIS	Handbook of	C4.1

<p>examination for Language and Literature, Individuals and Societies, Mathematics, Sciences and Interdisciplinary exams (from 2016 onwards to replace external moderation)</p>	<p>student learning and engagement</p> <ul style="list-style-type: none"> - to align more explicitly with other IB schools -to provide ongoing quality assurance - lead to MYP graduation certificate at Gr10 	onwards	teacher	sent from the IB		<p>Procedures for the Middle Years Programme</p> <p>Guide to MYP e Assessment</p>	C4.7
<p>Course Work ePortfolio for Language Acquisition, Physical and Health Education, Design and Arts (from 2016 onwards to replace external moderation)</p>	<ul style="list-style-type: none"> - to enhance student learning and engagement - to align more explicitly with other IB schools -to provide ongoing quality assurance -lead to MYP graduation certificate at Gr10 	April 2016 onwards	Class teacher	ePortfolio reports sent to school from the IB	IBIS	<p>Handbook of Procedures for the Middle Years Programme</p> <p>Guide to MYP e Assessment</p>	C4.1 C4.7

Semester Exams	<p>To provide feedback on teaching and learning based on the unit(s) delivered in each semester.</p> <p>MYP teachers are required to assess all strands of all four assessment criteria at least twice per academic year.</p>	<p>Grade 9, 10 December & May</p> <p>Grade 6, 7, 8: May</p>	<p>MYP subject teachers</p> <p>Supervised by MYP Coordinator</p>	<p>Oral and/or written feedback</p>	<p>ManageBac</p> <p>Teachers' personal records</p>	<p>MYP Semester Exam Guidelines</p> <p>ISS Assessment Policy 2016-2017</p> <p>MYP Subject Guides - Assessed Curriculum</p>	<p>C4: 1 C4: 2 C4: 3 C4: 4 C4: 5 C4: 6</p>
Personal Project (Gr10 students only)	<p>- To demonstrate the skills, attitudes, and knowledge required to complete a project</p> <p>- to generate creative new insights and develop deeper understanding through in-depth investigation</p>	<p>March of Grade 9 to January of Grade 10</p>	<p>MYP Coordinator (PP Coordinator)</p> <p>PP supervisors</p>	<p>Oral/Written feedback on draft PP report (to students)</p> <p>PP moderation report sent to school from the IB</p>	<p>ManageBac</p> <p>IBIS</p>	<p>Handbook of Procedures for the Middle Years Programme</p> <p>Guide to MYP e Assessment</p> <p>Personal Project guidelines</p> <p>IB MYP Projects Guide</p> <p>Projects teacher support material</p>	<p>C4: 9</p>

Summative Assessments at the end of a unit of work.	To provide an indication whether students have mastered the key, related concepts, objectives and the approaches to learning skills of the unit	at the end of a unit	Subject Teachers	Oral and written feedback	ManageBac	ISS Assessment Policy 2016-2017 MYP Subject Guides - Assessed Curriculum	C4:3 C4:6
Diploma (DP)/Diploma Course (DC) Programme (G11 & 12)							
Assessment	How does this assessment improve student learning?	When is this assessment administered?	Who will administer this assessment?	How is feedback provided?	Where is the assessment data stored?	IB,ISS or other related publications to be read by staff to clarify expectations	IB Standard Practice C4
End of semester exams	To provide an indication whether students are on track to remain in the DP or should move to DC programme	Grade 11: December & May Grade 12: no end-of-semester exam	DP subject teachers Supervised by DP Coordinator	Oral and/or written feedback	ManageBac Teachers' personal records	Assessment in the Diploma-Principles & Practice ISS Assessment Policy 2016-2017 Conduct of Examinations-Notice to Candidates	C4: 1 C4: 2 C4: 3 C4: 4 C4: 5 C4: 6
Mock exams (Grade 12 only)	To simulate final exams in May	February	DP subject teachers Supervised by	Oral and/or written feedback	ManageBac Teachers' personal	Assessment in the Diploma-Principles & Practice	C4: 1 C4: 4 C4: 5 C4: 6

	<p>To serve as one of the benchmarks for predicted grades</p> <p>To provide teachers with information for final exam preparation</p>		DP Coordinator		records	ISS Assessment Policy 2016-2017 Conduct of Examinations-Notice to Candidates	C4: 7
Extended Essay (DP students only)	To demonstrate consolidation of learning (content & skills-based)	February of Grade 11 to October of Grade 12	DP Coordinator (EE Coordinator) EE supervisors	Oral/Written feedback on draft EE (to students) EE Supervisor report (to external Examiner only)	ManageBac EE cover sheet	Extended Essay website (first exams May 2018)	C4: 9
Final DP examinations (Grade 12 only)	To determine final grades for university admission	May	DP Coordinator	Examination results (published by IB in July)	IB database	Assessment in the Diploma-Principles & Practice ISS Assessment Policy 2016-2017 Conduct of Examinations-Notice to Candidates	C4: 7