



ISS

SINGAPORE CAMPUS

Realising Potential

Assessment Guidelines 2022-2023

Revised August 2022



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 IB programmes offered by the school and in Learning Standard 0404 (Approaches to Assessment) of the IB's *Programme Standards and Practices* guide (see p17-19). 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 and ISS expectations related to Assessment Practices in their area of responsibility.

Assessment Conduct

All staff and leaders should be familiar with assessment conduct at ISS for the programmes that they teach in or are responsible for.

- preparation of all required materials completed ahead of time
- time displayed on the whiteboard for student reference
- active supervision by the classroom teacher of students during the period of assessment
- no Apple watches worn during the assessment
- clear or transparent cases for pens/pencils and stationary
- water bottles only (no other drinks/food eaten during the assessment, or located on or near student desks)
- bags placed away from desks, preferably at the back of classrooms/external
- seating arrangements are exam-style in nature; Hall to be scheduled for use where possible

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 MyIB website.

PYP

From Principles into Practice - Learning and Teaching p66-82

MYP

From Principles into Practice p79-106

Subject Guides

Guide to MYP eAssessment

Handbook of Procedures for the Middle Years Programme

Personal Project Guide 2021

DP

Diploma Programme Assessment: Principles & Practice p12-19

Subject Guides

General regulations: Diploma Programme

Handbook of Procedures for the Diploma Programme

HSD

HSD Assessment practices reflect IB assessment procedures.

HSD grade boundaries are as outlined by the HSD Grading Policy

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 inquiry 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** 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 Setting and vetting

ISS is committed to ensuring all assessments have academic integrity. As such, all teachers will follow the process outlined in the [Record of past paper use, vetting, marking, moderation and approval processes used for K-12 summative assessments 2022-2023](#) document.

2.3 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.

Re-sit and Deferment

1. Students who are absent from school during a scheduled summative assessment, must submit an MC within 24 hours to have their assessment re-scheduled by the teacher.
2. Without an MC, the teacher should re-schedule the summative assessment following the student's return to school, and provide feedback to the student. However, no formal grade should be reported due to the lack of MC submitted by the student.
3. Should any teacher feel that a student has not performed as expected on the day of a summative assessment for personal/medical reasons and/or has not achieved to the best of their ability, the teacher is permitted to provide another opportunity for re-sit **at their personal discretion**. This extra opportunity should not change the summative assessment grade and is NOT for the purposes of allowing students to improve/increase their summative assessment grade. Rather, it is to provide an opportunity for the student to evidence their growth in understanding and learning.

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 of each MYP year for each subject group and are based on at least two judgements against each strand of all subject-group criteria. At the end of grade 10, eligible students receive externally moderated/assessed MYP grades based on attainment in the MYP eAssessment.

Grades 6 - 10 EAL Supported Students

Please refer to the 2022-2023 EAL Guidelines and Procedures for further information.

Approaches to Learning ratings:

- Expert/ Sharing - The student's progress against the ATL is exceeding expectations.
- Practitioner/ Using - The student's progress against the ATL is meeting expectations.
- Learner/ Developing - The student's progress against the ATL is approaching expectations.
- Novice/ Beginning - The student's progress against the ATL is below expectation.
- N/A - Not Applicable

Personal Project:

Each personal project objective corresponds to one of **three** 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 three criteria provides a total score out of 24 which will equate to an overall grade of 1-7 as defined by the IB published grade level boundaries (eg. a total score of 24 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 external examinations 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 total. In order to convert these criterion level totals into an exam grade, MYP grade boundaries are used.

Assessments for Grades 6 - 10 EAL Supported Students

Please refer to the 2022-2023 EAL Guidelines and Procedures for further information.

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. When there is only one teacher of a subject, teachers within the same faculty/department meet to cross-moderate their marking of summative assessments. Personal Project supervisors cross-moderate their marking at the end of the project.

Moderation and Random Sampling:

ISS is committed to ensuring all assessment results have academic integrity, and have been standardised, moderated and randomly sampled before being shared with students and parents/guardians via ManageBac. As such, all teachers will follow the process outlined in the [Record of past paper use, vetting, marking, moderation and approval processes used for K-12 summative assessments 2022-2023](#) document.

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 preparation 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:

- Expert/ Sharing - The student's progress against the ATL is exceeding expectations.
- Practitioner/ Using - The student's progress against the ATL is meeting expectations.
- Learner/ Developing - The student's progress against the ATL is approaching expectations.
- Novice/ Beginning - The student's progress against the ATL is below expectation.
- 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 an 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. When there is only one teacher of a subject, teachers within the same faculty/department meet to cross-moderate their marking of summative assessments. 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 IBDP Preparation Examinations and final IBDP examinations in Grade 12, students are briefed on the IB's '[Conduct of Examinations-Notice to Candidates](#)'.

HSD

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

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; these assessments are marked using subject-specific assessment criteria. Throughout Grade 11, students also sit end-of-semester exams in their subjects; subject-specific assessment criteria are used for this purpose, which result in a point score. In order to convert these point scores into an 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 HSD subject, these teachers meet to cross-moderate their marking of summative assessments, including end- of-semester exams. When there is only one teacher of an HSD subject, teachers within the same faculty/department meet to cross-moderate their marking of summative assessments.

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 preparation examinations and final examinations in Grade 12, all students are briefed on the 'Conduct of Examinations-Notice to Candidates'.

2.4 Storage and Security

All teachers must ensure that summative assessments are stored securely in locked storage spaces in their classrooms. This must occur when assessments are printed PRIOR to the scheduled date, and AFTER assessments are assessed and graded.

2.5 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 indicates 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 students 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 Learning Support Guidelines.

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MYP**Semester reports:**

From Grades 6-10 there are two Semester reports per academic year which are issued during the final week of each semester (nb. as Grade 10 ends in May they receive a report mid-semester and an updated duplicate in June).

Semester reports contain subject grades, ATL ratings and a teacher comment for each subject. This includes a generic comment about the pastoral curriculum from the Grade Level Leader and a personalised pastoral comment from the homeroom teacher.

Semester One report reflects the student's 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.

Three Way Conferences: Twice during the academic year (once in each semester), Grade 6-10 students and their parents meet with homeroom teachers to discuss student progress, based on evidence gathered in support of the personalised learning plan.

Ongoing feedback to parents: Teachers maintain regular communication with parents about their child's progress, primarily via ManageBac. All summative assessment results (and comments) are communicated with parents and students upon completion.

HSD/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 an attainment subject grade.

Semester reports are during the final week of each semester and contain a subject grade, Approaches to Learning (ATL) ratings (for IBDP students only) as well as a teacher comment. All reports are communicated electronically to students & parents via ManageBac. The G12 final report in Semester Two will be a final grade without comments or ATL ratings.

Three Way Conferences: Twice during the academic year (once in each semester), Grade 11-12 students and their parents meet with homeroom/subject teachers to discuss student progress, based on evidence gathered in support of the personalised learning plan.

Ongoing feedback to parents: Teachers maintain regular communication with parents about their child's progress, primarily via ManageBac. All summative assessment results (and comments) are communicated with parents and students upon completion.

Assessment Results

- a) The Academic Department has procedures to inform students of the assessment results and award in a timely manner.
- b) Final exam results are released within three months upon completion of the final examination and/or assignment of the course. Where the course is provided by external partners or foreign institutions, the Academic Department is responsible to ensure that this requirement is strictly adhered to.
- c) The Academic Department has procedures to ensure that students meet the natural progression criteria before they are allowed to proceed to the next level.
- d) The Academic Department has procedures to ensure that students meet the award criteria before awarding the certificate to uphold the standards and the integrity of the courses offered. All awards must be approved by the Academic Board.
- e) Assessment results are used by the academic, and/or examination boards to review the course content, delivery and assessments.
- f) The Academic Department has appeal procedures (including a fair and reasonable period for appeal) for academic results and/or awards which is clearly communicated to the students.
- g) The Academic Department releases appeal results within four weeks (for in-house courses) and not later than eight weeks (for examinations administered by partner organisations) from the date of appeal.
- h) The procedures are fair without compromising the integrity of the examination process and grading standards. The Academic Department ensures the integrity of any assessment and does not compromise the assessment standards set by the Academic and Examination Boards. Assessments are valid, reliable and fair to the students.
- i) Final decisions for all appeals are endorsed by the Examination Board before appeal results are released to the students.
- j) The Academic Department has a moderation process for the academic results.
- k) The Academic Department regularly reviews the procedures for handling assessment results and appeals for continual improvement.

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 three way conferencing.

DP/HSD

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:

- **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.
- **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.
- **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.
- **Variety of Methods** - An assessment strategy using multiple methods is essential in order to measure with confidence student learning across 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.
- **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.
- **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.
- **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.

- **Recording and Reporting Progress and Growth** - In keeping with the primary purpose of enhancing student learning, the primary 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 Daily Staff Bulletin. 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

A summary of assessment policy is included in the Regulations Handbook, which is available to parents via the school website and relevant sections will be included in the Parent & Student Handbook.

Appeals to Assessment Decisions

Should a student wish to appeal an internal grade, the student needs to lodge the appeal first with the teacher, then the Faculty Head as a second stage and finally with the Programme Head who in conjunction with the Examination Board is the final authority in this respect.

Should a student wish to appeal a grade given by the IB, then a request for appeal needs to be lodged by the Programme Head and a review of the request is undertaken, in accordance with IB regulations.

Section 5- Appendices

References:

Guidelines for developing a school assessment policy in the Diploma Programme