



# Assessment Policy





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## PURPOSE OF ASSESSMENT

The main aim of assessment at IST is to support and encourage student learning by providing feedback on the learning process and the development of the essential elements of the programmes to inform further learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. We look to assess the following:

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

In line with IB principles, assessment at IST aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the exhibition, personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical and creative thinking skills
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student. (International Baccalaureate Organisation, 2014)

IST's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information



## ASSESSING

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At IST teachers employ a range of formative and summative assessments which demonstrate student achievements.

**Summative assessment:** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action. Summative assessments are designed to provide evidence for evaluating student achievement using subject specific assessment criteria.

**Formative assessment:** provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students' achieve their potential.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. Formative assessment is one of the strongest indicators for success relating to achievement (Hattie, 2009).

Assessment in the classroom:

- is integral to learning process
- is aligned with subject-group objectives
- gathers information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- is appropriate to the age group and reflect the development of the students within the subject
- provides evidence of student understanding through authentic performance (not simply the recall of factual knowledge)
- uses representative samples of students' work or performance to provide information about student learning
- collects evidence of the student's understanding, deeper thinking and interests



- documents learning processes of groups and individuals
- engages students in reflecting on and evaluating their own learning as well as their peers
- allows students to assess work produced by themselves and by others
- includes the use of clear rubrics
- identifies exemplary student work
- keeps records of test/task results

*Using MYP assessment criteria:* student progress towards the MYP objectives using the prescribed subject-group assessment criteria is regularly reported. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In line with IB practices, teachers assess each strand of each criteria twice in an academic year. Subject teachers distribute assessment criteria to students at the beginning of the school year and specific criteria for grading are included on the unit plans, assessment sheets and coversheets (through Managebac).

Further information about MYP assessment criteria can be found in MYP: From principles into practice (pre-publication 2014).

See appendices for assessment criteria ([Appendix A: MYP Assessment Criteria](#)) and rubrics ([Appendix B: Effort and Achievement rubric](#))



## RECORDING

The IST community use a range of methods and approaches to gather information about a student's learning. Information is recorded using a variety of tools.

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuum (See appendix F: PYP continuum essential agreement)
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process-focussed Assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓
Written assessment pieces	✓	✓	✓	✓	✓
Group tasks	✓		✓	✓	

*\* see descriptors in appendix*

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

## Subject Completion

In order to complete a subject and be eligible to receive a grade, a student must complete the School's education and assessment programme for the subject. If a subject teacher feels that a student will not



complete a course he/she will inform the PYP / MYP coordinators. Some possible reasons for not completing a course might be:

- Starting a course late in the year.
- Not completing sufficient assessment items.
- Failure to complete assessments at the end of the year, including the final School examinations.
- Repeated absenteeism.

It is important to distinguish between failure to gain a sufficient standard in a course and not completing the course itself.

- **Absenteeism:** A student who knows that he is going to be absent has the responsibility to inform his class teacher well in advance, so that suitable arrangements can be made. Students who miss a test or examination without giving prior notification will be given zero. This result may be amended if documentation outlining the appropriate medical / misadventure circumstances is provided and special consideration is granted. The result is determined as an estimate or by sitting a supplementary test or exam.
- **Failure to submit Assignments/Projects/Fieldwork:** If a student fails to submit work on time, without a valid reason, parents and class tutor are to be notified. Repeated instances of work not being handed in in Grade 10 will result in students not receiving their IST MYP certificate. The school they will attend in August may also be notified. Students who are absent when work is due must submit the work on return to School or as soon thereafter as possible. A student may gain an extension of time without penalty provided a valid reason is given in advance of the due date. A note or medical certificate may be required in appropriate cases. The subject teacher will decide on what extension is to be given. If an assignment is due on the day of a School excursion, open day or a pre-arranged absence, it should be submitted before the student leaves or in agreement with the subject teacher.

A teacher is under no obligation to accept or mark tasks that arrive late unless there has been some previous negotiation. Similarly, a student or parent cannot demand that the School provide additional opportunities for a student to complete a task.

Computer failure may not be taken as a valid reason for the late submission of an assignment.

- **Plagiarism:** A student's work will not be accepted if it is clear that it contains evidence of unacknowledged material that is not his/her own work. The student's parents and class tutor are to be informed. Evidence of plagiarism and the source of the material is to be recorded. Plagiarism means copying or using the language and ideas of another author and presenting them as your own work.
- **School Change:** Students who transfer late in the school year may require a unique final assessment. School administration should contact the previous school to get an overview of the content of the students' previous school year to ensure they can be assessed accordingly.



## REPORTING

Reporting on assessment at IST includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Feedback should be timely to ensure that the student understands what is needed to make further progress.

Reporting to parents, students and teachers occurs through:

- **Reports:** Students in the PYP receive end of term reports in June. 'Parental Meetings' in September give time to set individual targets for each student in the core subject areas, including social well-being. Students in the MYP receive end of term reports in December and again in June. December reports form the basis for parent-teacher conferences in February for MYP. Students in both PYP and MYP receive effort grades for unit and subject work, and students in MYP also receive achievement grades in their report cards. (See appendix B). Reports are completed and available electronically through *Managebac*.
- **Conferences:** Parent-teacher conferences take place throughout the year. In PYP, parent-teacher conferences (2-way between teacher and parents) take place in September and in February we have introduced a new three way conference between student, teacher and parents. In MYP there are parent-teacher conferences in October and February to discuss student progress. There are further opportunities throughout the year to meet the teacher, such as informal parent-teacher meetings, student-teacher meetings, end of unit celebration (November) and student-led conferences (April) in PYP. Class teachers and form tutors also meet or phone new parents within the first month of starting school.
- **The Portfolio:** The Portfolio provides both a paper and electronic a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Portfolios of carefully selected work and other evidence should be collected to support the student's progress as a learner. Portfolio entries should be a snap shot of the student's best work at a set time of the year.

The portfolio essential agreement, both hard copy and electronic, gives guidance as to how, when, why and where the portfolios are worked on (Appendix C: Portfolios (hard copy/*Managebac*)).

Portfolios and reflection activities by students in both PYP and MYP can also be maintained on *Managebac*.

- **Student-Led Conference:** Student-led conferences are formal reporting sessions with parents, led by the PYP students themselves. The teacher's role is to guide and prepare the students for this important role. The emphasis is on the discussion between a child and his/her parent.

The focus of the Student Led Conference is on students' progress – academic and social. Student-led conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication. The use of the portfolio is highly encouraged here.





Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child's learning and skills, and have an opportunity to help their child set positive goals. Students learn to become more confident, skilled participants progressively over the years.

- ***The Exhibition and Personal Project:*** Students in the final year of the PYP and MYP carry out an extended inquiry, which in the PYP Exhibition is a collaborative effort and in the MYP Personal Project, focusses on the individual's efforts. At IST this takes place during Grade 6 and Grade 10. The Exhibition and Personal Project provides a forum for student driven reporting. They also serve to encourage and provide:

- student engagement and reporting on an in-depth inquiry
- students with an opportunity to demonstrate independence and responsibility for their own learning
- students with an opportunity to explore multiple perspectives
- students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP and MYP
- an authentic process of assessing student understanding
- an opportunity for students to take action as a result of their learning
- an opportunity for students, teachers, parents and other members of the school community to come together in a collaborative experience that incorporates the essential elements and ATL of the PYP and MYP as either combined or separate events
- an opportunity to celebrate the transition of learners from PYP to middle/secondary education and from MYP to high school.

- ***Reporting in Grade 10:*** When applying for Norwegian highschool, grades from the December report are converted to the national grading system (1-6 scale) and reported to the fylkeskommune.

- ***Right to appeal:*** A student may confirm with the subject teacher for each of their subjects, that results for assessment items have been entered correctly. A review must be requested within five school days of issue of results. In a review, work will not be remarked just reviewed and discussed with the student.

- ***MYP Certificate:*** The following are required by the international school Telemark for a student to receive an IST MYP Certificate at the end of the school year:

- They must achieve an average of over 3 per subject group, in accordance with the IB scale.
- They must successfully complete a Personal Project with a overall grade 3 or higher.
- Other certificates for special circumstances may be awarded, in consultation with the Principal, MYP Coordinator and the student's parents.

- ***Documenting assessments, Record of achievement:*** All teachers are required to save copies of the following documents on Managebac and make these available to the PYP / MYP coordinator:

- Coversheets
- Assignment briefs and student handouts where applicable
- Student assessments (question / assignment sheet; marking scheme; rubrics; marked student work; additional explanatory notes)



The following table gives parents a guide to Reporting at IST over the period of the school year.

	<b>Autumn Term Aug-Dec</b>	<b>Winter Term Jan-Apr</b>	<b>Summer Term Apr-Jun</b>
<b>Grade 1-5</b>	Class meetings New Student parent conferences / phone calls Parent Teacher Conferences (2-way) End of Unit Celebrations Portfolios	Student Led Conference Portfolios Parent Teacher Conference (3-way)	Portfolios End of Year Report (individual meeting where deemed necessary by class teacher and/or SEN coordinator)
<b>Grade 6</b>	Class meetings New Student parent conferences / phone calls End of Unit Celebrations Reports Portfolios	Student Led Conference Portfolios Parent Teacher Conference	Portfolios End of Year Report
<b>Grade 7-10</b>	Class meetings New Student parent conferences / phone calls Parent Teacher Conference Reports	Parent Teacher Conference	End of Year Report



## EXAMINATIONS AND STANDARDISED ACHIEVEMENT TESTS

### *Examinations*

Exams serve the purpose of:

- Students revise and reinforce the subject content. Students are requested to review a large proportion of the content delivered throughout a school year. This can help teachers get an overview as to whether students have reached the end of year objectives in their subject area.
  - An opportunity for students to demonstrate their knowledge of a subject area and the skills acquired during the school year.
  - Preparation for videregående\IB Diploma exam scenarios. Students need to be prepared for further education. In both the Diploma Programme and videregående, students are expected to sit half-day\full day exams. To become life-long learners students also need to be equipped with the tools they need to succeed in further education.
  - Documentation and reporting - filing of reports into the school system. This will also help teachers prepare for future moderation\monitoring of assessment in their subject area.
  - Acquiring ATL (approaches to learning) skills.
- ***Examination Instructions:*** before and during exam time, examination instructions are to be clearly displayed around the school. Assigned examiners are responsible for the implementation of these instructions. All staff are to familiarise themselves with these instructions and ensure there are no deviances from the IST standard.
- Students should be appropriately dressed. Coats and jackets are not permitted in examinations
  - Students are under no circumstances allowed to communicate with each other during exam
  - Giving, receiving or soliciting unauthorised aid is forbidden
  - Using resources that are not specifically permitted in exams is strictly forbidden
  - Exceeding the time limit is not allowed. Students will receive one notice when there is 15 minutes remaining in the examination
  - Students are only allowed to leave the exam hall by the permission of the invigilator.
  - Any other conduct deemed inappropriate by the examiner, examples are excessive coughing, attempts to cause distraction, inappropriate gestures, will not be allowed and may result in the student being removed from the exam room.
  - A bottle of water is permitted in the exam hall. Students are to ensure they bring this with them as they may not be allowed to collect it after the exam has begun.
  - If students wish to communicate to an invigilator once seated in the room, they do so by raising their hand in the air, remaining seated quietly at all times, until permitted to do otherwise.
  - Any instance of cheating may result in the immediate termination of the examination and is to be noted on the school report. If cheating in an examination or test does occur, then a zero will be given for the whole paper. The parents of the student will be advised by the Principal. A student who willingly allows another student access to his work will also score zero.
  - Breaches of the other conditions will result in one solitary warning. In the event of a repeat incident, the student will be removed from the hall and their exam will not be recorded. Examiners are to fill out an incident report if such an event occurs. The subject teacher will then decide the comment that will go on the report card relating to this matter.



- ***Learning Difficulties:*** Students who have temporary or permanent disabilities may get appropriate consideration for assignments, tests and examinations. Special requirement under exam conditions must be agreed with the MYP coordinator prior to exams. Under IB moderation special consideration can also be given for students with learning disabilities as long as this is communicated in advance to the IBO
- ***Cheating:*** If cheating in an examination or test occurs, then a zero will be given for the whole paper. The parents of the student will be advised by the Principal. A student who willingly allows another student access to his work will also score zero.

***Standardised assessments:*** these are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner.

Standardised assessments are specifically used to help Learning Support staff determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the Learning Support Department.

We also participate in compulsory state testing, the results of which are used to further develop our curriculum.



## IST ASSESSMENT ESSENTIAL AGREEMENTS

### *Parent-teacher communication*

All teachers are responsible for informing parents about the IB Programme inquiry units for the year using the following forms of communication:

- Class meeting evenings at the beginning of the year
- Weekly-newsletter updates through *Managebac*
- PYP blog on school web-site
- Inviting parents to view the learning of their children formally or informally
- Student portfolios
- Student-led conferences
- Parent-teacher conferences
- *Managebac* updates for homework, unit cover sheet, units of inquiry, general notices
- The coordinators will provide regular information about the PYP and MYP using a range of communication strategies, e.g. newsletter articles, workshops, slide-show presentations.

### *Assessment*

- Assessment should be planned at the start of the unit and should demonstrate clear links between the assessment tasks and all components of the planner, i.e. guiding question / central idea and inquiry into, key concepts, teacher and student questions, and learning activities.
- Assessment strategies and tools should be varied and can include pre and post assessment tasks and formative and summative assessments.
- Assessments should include peer and self-assessments where appropriate.
- Students should be involved in the development of some of the assessment activities and tools (eg rubrics). When students are not involved in the development of assessment activities they need to be informed of assessment requirements through cover sheets and *Managebac* updates.
- Assessment will inform and direct future learning
- Assessment at the school is working towards addressing all five of the essential elements (knowledge, concepts, skills, attitudes and action), ATL skills and the learner profile
- Teachers will be familiar with the assessment policy of the school

### *Reporting*

#### *Conferences:*

New students Parent Teacher conferences or phone calls will take place in Term 1

- End of unit celebrations (PYP) will take place in Term 1
- Whole school phone home conversations throughout Term 1
- PYP and MYP Parent-Teacher Conferences will take place mid-way through Term 1 and Term 2
- Student-led Conferences will take place in Term 2



*Portfolios:*

Portfolios contain reflection activities, information about the content of the unit, student achievement and effort. Student work samples from the unit also accompany the unit report. The portfolio is in both paper and electronic format (*Managebac*)

*Student- Led Conferences (PYP):*

- Students should be involved in choosing what is shared with parents
- Students should report to parents addressing all five of the essential elements (knowledge, skills, concepts, attitudes and action)
- Teachers should meet and greet parents and be actively present throughout the conference (possible documentation through video or photos for electronic portfolio.)
- Classroom teachers and Specialists should meet together to plan what is being shared.
- All year levels should be consistent in their approach to the SLC
- The importance of the SLC needs to be mentioned at the Parent Information Night as part of the IST reporting process.

**GLOSSARY**

<b>Assessment strategies</b>	
<b><i>Observations</i></b>	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).
<b><i>Performance assessments</i></b>	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment. Oral presentations such as speech, dialogue, role-play, recordings, monologues, research, discussions, debates, performances etc.
<b><i>Process-focused assessments</i></b>	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations. Practical work through performance or presentation, exhibition and personal projects.
<b><i>Selected responses</i></b>	Single occasion, one-dimensional exercises. Tests and quizzes, knowledge and application based end of unit tests, projects are the most familiar examples of this form of assessment.
<b><i>Open-ended tasks</i></b>	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.
<b><i>Written assessment pieces</i></b>	Essay writing, letter writing, lab reports, reflective writing in developmental workbooks and portfolios where both style and content are assessed.
<b><i>Group work</i></b>	Posters, presentations, performances, design cycle. Activities require students to collaborate and successful completion of the task requires input from all members of the group.



<b>Assessment tools</b>	
<b><i>Rubrics</i></b>	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
<b><i>Exemplars</i></b>	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
<b><i>Checklists</i></b>	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
<b><i>Anecdotal records</i></b>	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
<b><i>Continuums</i></b>	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.





## Appendix A: MYP Assessment Criteria

Overview of MYP assessment criteria across subject groups

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and literature</b> (previously Lang A)	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b> (previously Lang B)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b> (previously Humanities)	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b> (previously Technology)	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting



## **Appendix B: Effort and Achievement rubric**

See document: [Appendix B: Effort and Achievement rubric.pdf](#)



## Appendix C: Portfolios (hard copy/Managebac)

### What:

- *Collecting students work as well as reflection and evaluation*
- *Involving students further in their own learning by self-, peer evaluation and goal setting.*
- *Variety of dated student products*
- *Students work will be kept in files(folders) and on ManageBac*
- *Students will be able to remove and/or add. They should also be given the opportunity to improve their work at a later stage*
- *Portfolios kept in the class room and ManageBac*

### Why:

- *To gather authentic assessment information*
- *To provide students an opportunity to demonstrate progress*
- *To build a student's sense of responsibility for his/her learning*
- *To promote an ongoing process where students demonstrate, assess and revise in order to improve and produce quality work*
- *To provide opportunities to assess both process and product*
- *To allow for student, parents and peer reflection and goal*

### How:

- *Establish a purpose and focus*
- *Decide on a container design (folder vs electronic)*
- *Introduce the portfolios to the students*
- *Collect work samples (teacher and student). Can include photographs of larger samples.*
- *Develop a selection criterion (each age group?)*
- *Establish and communicate evaluation criteria*
- *Conference and set goals with students*
- *Share portfolios (see when)*
- *Celebrate successes and continually update the portfolio*

### When:

- *Ongoing throughout the year to document growth and learning over time*
- *Example of a written work at the beginning and end of year.*
- *Each subject should have an entry each term*
- *Related to a learner profile or concepts*
- *Used in relations to unit celebration, student led conferences, parent teacher conferences and other events.*
- *Portfolio days issued each month for students to work on their portfolios.*
- *Portfolios will follow the student through PYP and be handed to them leaving PYP for MYP*



## **Appendix D: Assessment at IST**

See document: [Assessment at OIST.2014.docx](#)



## Appendix E: Reflection

	Comments
<b>How should we structure assessment?</b>	Yearly testing, (optional SATS for teacher's benefit), portfolios, reflection tasks, Managebac tasks. Assessment is provided through on-going formative and summative tasks.
<b>How often should we assess?</b>	Both formative and summative assessment used. Taking place during a unit and at the end of units.
<b>What do we assess?</b>	See detailed Assessment at IST document
<b>Who is responsible for assessment and how?</b>	Class/subject teachers, collaborative planning, PYP/MYP coordinators in conjunction with maths, science and technology, and language coordinators, PYP/MYP coordinators in conjunction with DPC and Principal
<b>How should assessment information be recorded?</b>	Managebac system, portfolios, anecdotal records
<b>How should assessment information be analysed and reported?</b>	See detailed assessment at IST document and initial Nasjonale Prøver analysis
<b>How will assessment information be reported to students and parents?</b>	Formative assessment feedback is given directly to students in person or on their work / in Managebac. Parents are able to view feedback that is inputted into Managebac. Reports, parent-teacher conferences and student-led conferences are also used to give feedback to parents.
<b>Who will have access to assessment information and where will it be located?</b>	Reports are archived on Managebac and are password protected. Parents can access their own child's reports.
<b>How often will we review our assessment practices?</b>	Within each unit of inquiry, there will be opportunities for self-reflection, peer assessment and assessment development. Through collaborative planning and CPD, opportunities will also arise for reflection and review. Through the process of the IB self-study, further opportunities will allow for review. Yearly whole school focus to discuss teaching priorities and foci.
<b>Are there any mandatory requirements that must be satisfied?</b>	See detailed assessment at IST document.
<b>Why do we assess? To ensure we are delivering our core goal: the quality learning of students. To ensure progression and continuity, to ensure we are a centre of excellence.</b>	



## Appendix F: PYP continuum essential agreement

- The continuum is a confidential tool for teachers to track individual development, to be shared with parents at the teacher's professional discretionally judgment.
- Continuums for reading, writing, language and maths will be used throughout the year to document growth and learning over time.
- Continuums act as a further tool for reflection on progress, in order to aid each child's individual learning journey and inform the next Grade's class teacher.
- Teachers will tick and date objectives met for each student to clearly show individual progress. An objective should be ticked when the teacher feels that it is established – show in several contexts over a period of time.
- Collaborative meetings will take place 3x giving time for teachers to discuss the continuums and gain a share understanding of each child's personal development in reading, writing, language and maths. Teachers will also check in these meetings that targets are up-to-date.
- Continuums will be used alongside portfolios and tasks to inform individual target setting (between the teacher, pupil and parents) for reading writing, language and maths. These targets should be shared with pupils and parents at parent-teacher meetings (verbally) and through the Managebac portfolio - updated when appropriate in line with individual progress and development against targets set.
- Continuums can be used as a tool to inform weekly and termly planning - to identify specific areas of development for the core subject areas (reading writing, language and maths).