IST Assessment Objectives:

- To be able to reliably judge where our students are at in their learning and their progress **C4:4, C4:7**
- To be able to reliably improve the quality of the teaching and learning environment at IST, in line with IB ideals and guidelines **C4:3, C4:4, C4:6, C4:7**
- To be able to assess strengths and weaknesses in the delivery of the curriculum **C3:7, C3:9, C3:10, C3:11**
- To be able to determine a priority for improvement **C2:3, C2:9, C2:10, C4:2**
- To ensure high achievement in the core skills of Language; Science, Technology and Maths (part of STEM) **C2:4, C3:14, C4:7**

Assessment timeline:

Date	Test	Online Y/N	Reason *Why do we do these tests?*	*How do we plan to use the results?*	% Performance target	Achieved result	Action required	Persons responsible
Aug/Sept New students on arrival	GL: Group Reading test G2-10	Y	Identifies reading ability of individual students. Can be used to screen students for additional support, determine level of intervention and if further assessment is required.	• Tracked yearly to ensure students are progressing at appropriate rate. Early intervention by Learning support team / class teacher to ensure matters are addressed as soon as possible • Built into reporting structure	90% of students reading at their age level or above		Reinforcement strategies implemented immediately for students with a reading score below their actual age. Possible Learning support/SEN support for students not showing year-on-year improvement, or with a 2yr+ age difference	TF: administration details TF, SK, JSt: analysis of results Class teachers, LS Team, Language Coordinator: analysis of results
August	GL: CAT4 G1-10	Y	Identifies student's strengths, weaknesses and learning preferences	• Results analysed in conjunction with other tests to ensure any issues are dealt with and supported by class teacher and Learning Support. Can be used to support PPT referrals • Built into reporting structure			Analysis of results for anomalies. Possible Learning Support/Gifted and Talented extension/SEN support offered to students	TF: administration details TF, SK, JSt: analysis of results Class teachers, LS Team: analysis of results
Sept/Oct	Nasjonale Prøver: Norwegian (Grades 5,8,9)	N	Compulsory requirement	• Assess strengths and weaknesses in the delivery of the curriculum • Press, marketing	90% of students achieving Level 2-3 in G5, level 3-5 in G8,9	82% 86% 100%	Analyse scores of students who fell in lower band to determine curriculum weaknesses, and similarly for those who fell in the upper bands – what areas were particularly strong? Check these against scope and sequence (PYP) and units (MYP) – can these be built into teaching year earlier? 2014: See NP analysis document	MO: administration details RC: marketing, analysis of results TF, SK, JSt: analysis of results bands, scope and sequence tracking, overview of action plan development Subject teachers: analysis of content areas of concern and building into curriculum, action plan development
Sept/Oct	Nasjonale Prøver: English (Grades 5,8)	Y				100% 100%		
Sept/Oct	Nasjonale Prøver: Maths (Grades 5,8,9)	Y				79% 95% 86%		
Nov/Dec	UDIR social environment survey (Grades 7,10) Additional option for G5-10 to take the same test in the Spring	Y	Compulsory requirement Plus optional for all G5-10 to retake the same test later that year	Assess strengths and weaknesses in the psycho-social environment of the school – list of 3 main positives from results and 3 main negatives and build these into policies and pastoral role, along with findings from PASS test	Majority of matters addressed to be positive. PT to be determined after entire cohort have taken the survey		Incorporation of positives and negatives into Pastoral action plan, anti-bullying policy etc.	MO: administration details RC: TF, SK, JSt: analysis of results Pastoral coordinator: analysis of results, action plan development Vernombud: analysis of results, action plan development
Nov/Dec	MYP End of term exams incl. use of KS SATS tests as benchmark Science G6-10 Maths G7-10 English G7-10	N	Feed into report cards, summative assessment of the year. Tests student's scientific, mathematical and language skills and concepts, providing diagnostic information about strengths and weaknesses. Monitors progress year-on-year, provides continual assessment.	• Form part of the summative assessment of individual students • Ensure steady progress is made. Areas of weakness examined in conjunction with scope and sequence and curriculum content to ensure areas are being covered and when. Recurring issues reinforced and built into curriculum planning. • Built into reporting structure	90% of students achieving 75% and above		Analyse scores of students who fell in lower band to determine curriculum weaknesses, and similarly for those who fell in the upper bands – what areas were particularly strong? Check these against scope and sequence (PYP) and units (MYP) – can these be built into teaching year earlier?	Curric Leadership Team: analysis of results, overview of action plan Class teachers, LS Team: analysis of results, development of action plan

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Apr	Kartleggingsprøver: Reading (G1,2,3) Kartleggingsprøver Maths (G2)		Compulsory requirement, tracks students of concern	• Track students of concern • Ensure further testing completed for those students who do not receive state support • Offer additional learning support			Are highlighted students receiving appropriate learning support	TF, MO: administration TF, class teachers: analysis of results SEN: provision of additional support
Apr	Digital knowledge (G4)	Y	Optional state test to check students' digital knowledge	• Track student knowledge • Help develop content for earlier years Technology lessons	100% of students will achieve 90% or above		Analyse test questions and scores. Build content into tech lessons	MO, TF: Administration of test GF: practice test with students and run the test on the day, analyse questions and results (with TF)
May	GL: Progress in Maths G1-7	Y	Tests student's mathematical skills and concepts, providing diagnostic information about strengths and weaknesses. Monitors progress year-on-year, provides continual assessment.	• Form part of the summative assessment of individual students • Ensure steady progress is made. Areas of weakness examined in conjunction with scope and sequence and curriculum content to ensure areas are being covered and when. Recurring issues reinforced and built into curriculum planning. • Built into reporting structure			Analyse scores of students who fell in lower band to determine curriculum weaknesses, and similarly for those who fell in the upper bands – what areas were particularly strong? Check these against scope and sequence (PYP) and units (MYP) – can these be built into teaching year earlier?	TF: administration details Curric Leadership Team: analysis of results, overview of action plan Class teachers, LS Team: analysis of results, development of action plan
May	GL: Progress in English G1-7	Y	Tests students reading and writing ability. Tracks progress year-on-year, informs target setting and identifies strengths of intervention strategies.	• Form part of the summative assessment of individual students • Ensure steady progress is made. Areas of weakness examined in conjunction with scope and sequence and curriculum content to ensure areas are being covered and when. Recurring issues reinforced and built into curriculum planning. • Built into reporting structure			Analyse scores of students who fell in lower band to determine curriculum weaknesses, and similarly for those who fell in the upper bands – what areas were particularly strong? Check these against scope and sequence (PYP) and units (MYP) – can these be built into teaching year earlier?	TF: administration details Curric Leadership Team: analysis of results, overview of action plan Class teachers, LS Team: analysis of results, development of action plan
May	End of year exams incl. use of KS SATS tests as benchmark Science G6-10 Maths G8-10 English G8-10	N	Feed into report cards, summative assessment of the year. Tests student's scientific, mathematical and language skills and concepts, providing diagnostic information about strengths and weaknesses. Monitors progress year-on-year, provides continual assessment.	• Form part of the summative assessment of individual students • Ensure steady progress is made. Areas of weakness examined in conjunction with scope and sequence and curriculum content to ensure areas are being covered and when. Recurring issues reinforced and built into curriculum planning. • Built into reporting structure	90% of students achieving 75% and above		Analyse scores of students who fell in lower band to determine curriculum weaknesses, and similarly for those who fell in the upper bands – what areas were particularly strong? Check these against scope and sequence (PYP) and units (MYP) – can these be built into teaching year earlier?	Curric Leadership Team: analysis of results, overview of action plan Class teachers, LS Team: analysis of results, development of action plan
	MYP eAssessments	Y						
	Personal Project moderation, G10	Y	2016: compulsory requirement					