



INTERNATIONAL SCHOOL
RIJNLANDS LYCEUM OEGSTGEEST

IB Middle Years Programme
IB Diploma Programme

ASSESSMENT POLICY

ISRLO mission statement:

International School Rijnlands Lyceum Oegstgeest (ISRLO) aims to offer their students the best possible opportunities for development via high-quality education in order for them to evolve and thrive, in both their (educational) career and their roles as responsible citizens of their communities and our world. Our motto is: we are mindful of ourselves, mindful of each other and mindful of the world around us; building a better future together.

To this end:

1. We support and encourage our students to develop their full potential, via high-quality and engaging internationally minded education.
2. We create a safe learning and working environment where mutual trust and respect are at the core, where we develop and maintain an open mind towards each other, where we think critically and maintain a caring approach toward ourselves and each other.
3. We guide students to explore who they are, what and how they think and what they can do.
4. We teach students to approach challenges without bias, with curiosity, and we encourage them to respect boundaries, but to also explore and take risks where possible.

IB mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Contents

1 Assessment at ISRLO	5
2 Types of assessment and assessment tasks	6
Formative assessments	6
Summative assessments	6
Types of assessment tasks	7
3 Announcing assessment tasks across the school year	7
Using Manage Bac for:	
Summative assessments	8
Formative assessments	9
Homework	10
4 Making changes to announced assessment deadlines	11
5 Expectations regarding the completion of assessment	12
6 Marking assessment and recording student achievement	13
7 Reporting on academic progress at ISRLO	14
8 Standardization procedures	15
9 Inclusion	15
10 MYP assessment	17
Determining a final report grade for MYP: example	18
MYP eAssessments	20
11 DP assessment	20
Formal IB internal and external assessment	21
DP grade prediction	22
12 Supporting assessment practices and procedures at ISRLO	23
Appendices	26
Appendix 1: MYP Late Work policy	26
Appendix 2: DP assessment procedures	27

1 Assessment at ISRLO

The International School Rijnlands Lyceum Oegstgeest (ISRLO) is committed to offering their students the best possible opportunities for development via high-quality education in order for them to evolve and thrive, in both their (educational) career and in their roles as responsible citizens of their communities and our world. Our motto is: “we are mindful of ourselves, mindful of each other and mindful of the world around us; building a better future together.” As such we are determined to support and encourage our students to develop their full potential within a safe, secure learning and working environment where mutual trust and respect are at the core and where students are guided to explore who they are, what and how they think and what they can do; and where we teach students to approach challenges with curiosity.

At ISRLO, we believe that assessment has a significant role to play in ensuring this vision is fulfilled. The key aims of assessment at ISRLO are to:

- provide students with relevant and coherent feedback which informs them how to take the next step in their learning
- measure and monitor student progress in their acquisition of relevant knowledge, understanding of big ideas (key concepts), mastering of key skills (IB Approaches to Learning skills) and development as a responsible global citizen
- provide actionable data that help teachers review the effectiveness of instruction and the facilitation of learning via the taught and assessed curriculum.

ISRLO is mindful that every student should feel as if they are master of their educational process and it is understood that they:

- learn and are motivated in different ways
- have different cultural and educational backgrounds/experiences
- have differing academic expectations, goals and needs
- may require inclusive assessment arrangements
- need to know and understand their strengths as well as areas for improvement
- need to know what constitutes good work, or high attainment, in assessments they are required to complete
- should receive appropriate, timely and actionable feedback that can be used to make the next step in their learning

2 Types of assessment and assessment tasks

Teaching and learning throughout the curriculum at ISRLO is guided by assessment that is both formative and summative.

Formative assessment is assessment for (continuous) learning and is a critical part of the teaching and learning process as it:

- provides for a variety of assessment opportunities that are both relevant and motivating, for example peer or group assessment or individual self - reflection
- is diagnostic in its nature so that teachers can assess the process of student learning and make adjustments as needed.
- allows students to safely learn from mistakes and take healthy and appropriate academic risks
- allows students to benefit from actionable steps for improvement, thus empowering them to successfully demonstrate their learning in summative assessments
- assists students in their learning process by building their knowledge, understanding and skills
- enables students to reflect and evaluate their progress and approach to learning. This encourages them to seek relevant support from their teachers, tutor and parent(s) / guardian(s)

Summative assessment is the “sum” of learning in a specific area and consists of all assessment that leads to the award of a mark / grade used to determine individual attainment. Teachers set and mark summative assessments throughout the course of the MYP and DP allowing students the opportunity to establish their academic progress against IB assessment criteria / expectations. Furthermore, the assessments progressively prepare students for the challenges of formal IB MYP and DP assessments.

All summative assessment at ISRLO:

- usually occurs towards the end of a unit of work
- is assessed using IB published assessment criteria, task specific rubrics and /or mark schemes / markbands (DP only)
- is made clear to students as to its objectives, nature and timing at the beginning of each term
- is designed to be fair and measure what students know, understand and can do at the time of each assessment
- occurs at intervals, and timed such that students are not overloaded and thus able to demonstrate their true academic potential
- prepares students to eventually be successful in formal IB assessments
- is designed to be inclusive, allowing all students to demonstrate their learning regardless of their background / barriers to learning

- is constructed to allow students the opportunity to achieve the highest levels available
- allows students to evaluate their progress and set targets for improvement
- is designed, implemented, moderated and standardized collaboratively within subject departments to ensure consistency, especially across parallel classes
- is used to determine report grades and is consequently used for decisions regarding the promotion of students from one year level to the next (as per the school's promotion criteria)
- produces data which may be used, with discretion, by the school's Careers Counselor when forwarding information to institutes of higher education on behalf of a student

Summative assessment conducted at school includes the formal IB assessments required for the award of the MYP Certificate and the IB Diploma.

Types of assessment tasks

Teachers at ISRLO are encouraged to use a variety of assessment tasks to allow students to demonstrate their skills and understandings. The most effective tasks are those that are both authentic and meaningful to the student, reflecting real-world contexts, and agreed in advance between the teacher and the student. Tasks which are encouraged to be employed at ISRLO include straight-forward question and answer quizzes and tests; essays; research projects; experiments and lab reports; presentations; spoken word assessments (orals); performances; creative writing and artwork; process reviews; blogs and debates.

It is at the discretion of the teacher, in communication with the student, to design tasks which may be completed individually or collaboratively although clear expectations are required for authentic and fair completion of collaborative work. The nature of appropriate collaboration is outlined further in the school's academic integrity policy.

Tasks may be completed in class, at home or during an excursion (or as a combination of these).

3 Announcing assessment tasks across the school year

The school year at Rijnlands Lyceum Oegstgeest is divided into four terms of approximately 9 weeks, of which the final week of the term is designated a 'closing' week. During closing weeks, students are provided with an alternative timetable which allows for the completion of written tests (ranging from 50 - 60 minutes in years MYP1 and MYP2 to 150 minutes in the DP), the completion of projects and time for other activities, that may not easily fit into the weekly lesson schedule, to take place (e.g. SA / CAS progress meetings, outings, workshops, formal IB internal oral assessments).

Using ManageBac

Managebac is a software tool designed to help students develop the self-management skills they need to succeed academically, and it can enable this by providing visibility of all planned assessments.

For the well-being of all members of the school community, it is vital that assessments are carefully scheduled across the school year. This requires the maintenance of an assessment calendar for each year group in ManageBac. At the same time, it ensures members of the school community can keep track of the dynamic and rigorous goals in both the MYP and DP years thus helping them to support students to cope with planning and preparation for the work that is expected of them.

To ensure clarity for all members of the school community, it is important that the following agreements are upheld when using ManageBac:

Summative assessments

- All assessments (including those set as part of formal IB assessment) due for completion and submission in any given term must be clearly published in the MB calendar within 15 working days of the start of the term and at least 5 working days prior to a deadline
- These assessments should be properly titled beginning with a 'tag' that identifies **the class and the subject concerned** e.g. MP4a His (history): timed essay; MP2b Sci (Science): research project on...etc
- The task description for the assessment must include details on the nature of the assessment (e.g. handwritten in class; timed oral; group presentation) and an outline of the available resources students can access, plus instructions to follow to help them succeed in the task. Furthermore, there should be an overview of the parameters within which the students can produce the work for assessment (e.g. a 50-minute test; an essay with no more than 300 words; a presentation with no more than 5 slides).
- Where possible a task specific rubric or an outline of what constitutes good work should be provided. For MYP assessments an indicator of how much time a student should expect to spend on the task.
- The nature of how the task will be assessed must be clear at the time of announcement. This can be using specific IB assessment criteria (adjusted if necessary to focus on specific criterion strands) or using a points-based approach (using markschemes / markbands) or using written comments (for a subject like TOK).
- When required a dropbox can be enabled in MB to collect the work of the students, and the <Submit to Turnitin> functionality can be enabled to check for possible academic misconduct (such as plagiarism or misuse of artificial intelligence writing tools)

- The timing of task deadlines for summative assessment must adhere to the following criteria:
 - i) Tasks should be set for completion / submission between 8:30am and 6.00pm on school days.
Any assessment due to take place in class (e.g. tests or presentations) is scheduled for the start of the lesson in which they will begin. Task deadlines, for which a student submits work via ManageBac can only be scheduled during a subject's lesson time or after school (no later than 6.00pm). When a schedule isn't known (for example when a task is set for an end of term closing week), it is acceptable for the task to be set for 08.30am on the first morning of the closing week. The task can be moved to the correct or more appropriate time, when the schedule is known, as long as it is announced to students.
 - ii) Summative assessment tasks are not set in the week prior to any closing week unless it has been discussed and agreed with the students in the class concerned and is not followed by an additional summative assessment for the subject concerned in the closing week. The only exception to this is within the arts or design whereby students may undergo a summative process review of their ongoing portfolio and a week later may be required to meet a deadline to complete a specific work.
 - iii) Summative assessment tasks are not set on the day immediately following a vacation but can be set for the day after a holiday weekend (e.g. Easter, Ascension) or after a school study day.
 - iv) Additionally, in the DP, no summative assessment can be set in the week prior to the final deadline for the extended essay or the week leading up to the mock exams. Furthermore, in each term of DP1 and the first two terms of DP2, there are two weeks identified in the middle of each term (usually weeks 5 and 6) during which summative written tests (maximum length 60 minutes) may take place. Subject teachers are restricted to setting written tests either in one of these weeks and/or in closing week.
- Subject teachers must dedicate time in a lesson to present the task to students and provide an opportunity for students to ask questions and seek clarity with regards to what they need to do to be successful. This should happen at least 5 school days before the task deadline.
- In ManageBac, colour codes are used to indicate the kind of task so that students are better able to understand the expectations and to manage their time effectively. All summative assessment tasks are indicated using a light blue colour.

Formative assessments

In principle, the communication of formative assessment tasks is conducted in the same way as for summative assessment, as outlined above. This should always be the case where significant preparation is expected in advance of the deadline, where a task is designed to help students develop and monitor the progress of their ATL skills and/or where an assessment is used to provide feedback for students working towards a deadline for a summative task (e.g. a first draft of a written report or a research project).

However, all formative assessment tasks are indicated in ManageBac using a green colour.

Furthermore, as formative assessment is part of a continuous process of learning and development (for both student and teacher) and by nature can be flexible and assume a variety of styles it sometimes not conducive for a formative assessment to be announced in advance (e.g. a 'pop quiz' of key terms; a lesson activity that allows for peer or self-reflection).

Homework

Homework provides an opportunity for students to develop the ATL skill of self-management. It may be set daily by teachers but must be designed to include meaningful tasks that allow students to safely and effectively prepare for the next step in their learning e.g. individual / collaborative research, preparatory reading /note taking, exercises which reinforce learning from previous classroom activities.

In keeping with the school's vision to empower students to prioritize and take responsibility for their learning, a collaborative approach is expected whereby teachers involve students in determining the expectations / timing for the completion of homework and are mindful of their overall workload.

The following expectations must be kept with regards to setting and announcing homework:

- There should be a minimum of homework assigned to MYP 1-3 classes
- The timing and nature of homework must be agreed in class and set in ManageBac by the subject teacher (no later than 6.00pm the same day), using the deadline function in the subject class calendar. The rule is if HW is not registered in MB by the end of the day then students can conclude that there is no HW.
- As with summative assessments (see above) the homework should be clearly titled with a 'tag' that indicates the class and subject e.g. MP4a Bio HW
- The necessary task, with links to available resources, should be clearly described.
- A clear indicator of how much time (in minutes) is expected to be devoted to the task must be provided. This must take into account the nature of the task and the context in which the homework is set. For example, homework being set for a deadline of the next day cannot be expected to take longer than 30 minutes. In addition, teachers should ask students for feedback regarding the degree to which the predicted time taken to complete a task differs from the actual time taken, and then level expectations for future tasks.
- Homework does not include tasks that lead to the submission of work for summative assessment, however it may be set as a reminder or to help students with their time management if they have an approaching deadline for a significant task for summative assessment. (e.g. the homework task description may read "Work for 45 minutes on your research project due in closing week")
- Homework cannot be set for a day (or a week) which has been designated 'homework free'. For example, for MYP1-3 the first day after a vacation is usually identified as 'HW free'. In the weeks leading up to a closing week, in which there are

significant summative assessments taking place, any homework should solely focus on supporting students to succeed in the assessment (i.e. revision only)

- It is expected that, if homework is set, the work assigned is checked and an opportunity for discussion, peer sharing of work and/or feedback is provided. It is at the discretion of the subject teacher to check whether homework is completed on time, and to monitor / assess the quality of the work completed. The failure to complete homework sufficiently or on time may be recorded by the teacher and lead to a behaviour note being written in ManageBac. This note may be shared with the student, class tutor and parents and is kept on the student's record for future reference. If a student persistently fails to complete homework, the subject teacher should seek advice from the class tutor of the student with regards to further action and may apply discretionary measures (such as making the student complete the outstanding work in their free time).

4 Making changes to announced assessment deadlines

Via careful and collaborative planning on the part of teachers working parallel in subject departments, as well as efficient and timely use of ManageBac to announce assessments, any necessary changes to announced assessment deadlines should be kept to a minimum.

Students, with the support of their class tutors, are encouraged to speak up at an early stage each term if they see competing priorities. In this way, tutors and subject teachers can help them manage their time (and emotions) and aid them in organizing their work such that they meet their deadlines whilst being able to demonstrate authentic learning. When students become aware of busy workload and feel anxious, it is important for teachers and class tutors to support them in building resilience to cope with the challenge, rather than seeking or agreeing to change deadlines.

Nonetheless, there may be occasions where it is necessary for a deadline to be moved or adjusted. This may be due to unexpected interruptions to the process of learning leading up to a deadline. In this case, the subject teacher may keep to the same deadline but adjust the requirements of the assessment to match the learning that has been completed or move the deadline to a more appropriate time being sure to not clash with other deadlines. In situations where a parallel class may have been more disrupted than another, the situation is dealt with on a case-by-case basis in consultation between the parallel teachers and the MYP / DP department leader.

On the occasion that at least half the class is burdened with too many deadlines for summative tasks due on the same day, student representatives of the class, supported by their class tutor, approach the subject teachers concerned to seek a reasonable resolution. This must occur no later than 5 working days before the deadline is due. What constitutes 'too many' is for the class tutor to determine, in cooperation with the MYP / DP department leader.

5 Expectations regarding the completion of assessment

Students are expected to complete homework and participate in or submit assessments on time and with integrity. There are clear procedures in place for when students do not complete assessments by the deadline set without prior agreement. These are documented in Appendix 1: MYP Late work policy and Appendix 2: DP assessment procedures.

If a teacher suspects a breach of academic integrity by a student during or following completion of an assessment, the MYP / DP department leader must be informed, and the school's Academic Integrity Policy will be the source of further guidance.

The school understands that work, including the completion of assignments for assessment, may not be submitted on time for an acceptable reason such as illness or unforeseen adverse circumstances. If an appropriate written explanation is provided in advance (e.g. email from a parent) a teacher may allow work to be submitted after a deadline at a time agreed with the student(s) concerned. In the case of a deadline for a task set as part of formal IB assessment the written explanation must be sent to the subject teacher and the MYP / DP department leader who together decide with the student on a suitable new date.

In the event of one or more written tests (used for summative assessment) being missed for an acceptable reason, provided the absence has been explained in advance, the student may catch up the test(s) within one week of returning to school at a time agreed between the student and the teacher. This may include the school's scheduled *catch-up* test moments in the week after a closing week. If the student does not take this opportunity, then a mark of 0 (for DP students) or criterion level(s) of n/a (for MYP students) will be awarded for the test, unless an acceptable, valid reason is provided in advance (in writing).

Following the due date for a summative assessment completed in a closing week, subject teachers must provide feedback, including attainment data, on the summative no later than 10 calendar days after the closing week. During a term, a teacher should be able to provide this feedback within 10 school days after the due date, regardless of the teacher's working days. However, for particularly lengthy assignments, such as formal IBDP internal assessment, a longer period of time may be needed.

Subject teachers ensure the feedback and attainment data is entered into the Managebac Gradebook facility. Teachers may choose to use the comment feature in Gradebook to provide written comments or they may indicate where the student can find the feedback (e.g. on their annotated test paper).

It is necessary that teachers help students understand the feedback they receive so time needs to be allotted in class for this purpose. However, if teachers provide clear, specific and personalised feedback for tasks in Managebac, students and their parents can keep track of their progress without having to wait for the formal reporting moment in the school year.

Following the completion of formative assessment, it is vital that appropriate individual feedback is given and/or dedicated time is provided in class, in time for the student to

develop and improve the skills necessary to be able to show their learning in a subsequent, summative assessment. Feedback on formative assessment can thus be in the form of marked work, written comments for improvement, or peer / self-reflection using an assessment rubric.

6 Marking assessment and recording student achievement

Assessment, marking and grading is *continuous* throughout the school year. At least one summative assessment usually occurs per subject per term although there are exceptions to this such as the first term of DP1 and the last terms of DP2 (prior to the formal IB exam session). Furthermore, an MYP arts or design subject may not complete a summative assessment until the end of a unit which may last longer than a term.

Marking is necessary for all summative assessments and is carried out by subject teachers at ISRLO, with the exception of formal IB external assessments such as MYP5 E assessments, IBDP exams and some IBDP subject coursework.

Marking should be positive and consistent, giving students credit for what they have achieved. Teachers should look for evidence of what the students know and understand.

For MYP subjects, student attainment takes the form of criterion levels of achievement across four distinct assessment criteria, as published in IB MYP subject course guides. For DP subjects, teachers record attainment in summative assessments usually as raw marks or percentages, but they may also apply specific IB assessment criteria if appropriate to the task. Decimals and fractions are not used.

When assessment criteria are used, the criterion level is determined by a *best fit model* whereby the descriptor which best matches the student's work applies. If a student's performance for a criterion falls between two levels whereby the lower-level descriptor is fully covered, but not the higher level, then the mark for the lower-level descriptor should be awarded.

Where mark schemes are used some answers, which may be alternative to the mark scheme, may be equally valid as long as they are coherent and relevant to the question.

A teacher may choose to indicate an achievement level for a summative assessment using the IB's overall 1 - 7 scale, by applying grade boundaries. For MYP assessments this can *only* happen if all four assessment criteria have been assessed. When grade boundaries are used the teacher must be *guided* by the most recently published IB grade boundaries. Section 10 covers this in more detail.

A MYP student should only be awarded a mark of 0 (zero) for work if it is entirely incorrect or irrelevant (so as not to reach any of the assessment descriptors provided), or in cases where academic misconduct has occurred (see the school's academic integrity policy). In

addition to this, and at the discretion of the teacher, a DP student may be awarded 0 (zero) marks for school assessments for which the deadline has been missed without any acceptable reason being provided.

Teachers must keep a clear and accurate record of student attainment in all summative assessment tasks across the terms, in order to be able to determine *report grades* at required moments.

Student attainment in summative assessments must always be recorded in ManageBac's Gradebook so that it is visible to students and their parents.

7 Reporting on academic progress at ISRLO

Reporting takes place four times per year with the exception of the final year of the Diploma Programme (DP2) during which a report is published only after each of the first two terms.

Following the end of a term, students receive a report, published in ManageBac, that reflects their attainment / engagement / (ATL) progress across the school year. Therefore, the final report outlines the progress made by the student across the entire school year and is subsequently used to determine whether a student can be promoted to the next academic grade level in the following year (according to the school's published promotion criteria). In DP2, the reports published reflect progress made over the entirety of the course and thus consider summative assessments completed in DP1.

A student's academic attainment in all summative assessments is reflected in the form of a report grade using the 1 (lowest) to 7 (highest) scale of IB achievement. However, a report grade for a subject is only awarded where there is sufficient and fair attainment data available. For MYP classes, this means a report grade is only awarded when all four assessment criteria have been assessed. For DP classes a report grade is awarded for the first time after the end of term 2 of DP1. At the end of term 1 of DP1, only qualitative progress indicators are provided reflecting the fact that only formative assessment is required in the first weeks of the course. This provides students time to practice and get used to the nature and challenges of assessment in the DP.

The report grade awarded per subject takes into account the *best sustained effort*, rather than the average, in attainment by the student across all summative assessments over the entire course. In the MYP, for each assessment criteria the *best sustained effort* approach is used when enough assessments have been completed. Until then, the *best fit* approach can be used based on the subject teacher's professional judgement.

The report grade awarded is determined using grade boundaries. In the MYP, the report grade boundaries are the same for every subject group as published by the IB. In the DP, at the start of the academic year, each subject department reviews and documents its method

for determining a report grade using grade boundaries (that are similar to / inspired by recent grade boundaries used by the IB). These methods are published for DP students and the wider school community.

In addition to the report grade, a published report contains a range of other data that helps to shed light on the entirety of a student's progress at ISRLO. The report may include one or more of the following:

- Criterion levels attained for each assessment criteria per subject and IDU (MYP)
- Achievement levels in specific ATL skills (MYP)
- Overall qualitative indicators/observations in progress and engagement (MYP and DP)
- Prognoses on future report grade attainment (DP)
- Qualitative indicators of progress in IB core curriculum components namely Service as Action and the personal project (MYP); Creativity, Activity and Service, Theory of Knowledge and the extended essay (DP)
- Participation and progress indicators in non-MYP / DP subjects e.g. IT skills; Economics & Business (MYP) and Physical Education (DP)
- written teacher / tutor / advisor reflections on student achievement and/or areas for attention and focus.

8 Standardization procedures

Standardization is seen as a necessary component of the assessment process at ISRLO. It requires that teachers compare and discuss their marking and award of grades to ensure the same standards apply. This is especially necessary for criterion-based assessment.

Standardization is required in the following scenarios in order to ensure accuracy and similar standards:

- When two or more teachers mark the same summative assessment completed by students in parallel classes
- When two or more teachers are involved in the marking of formal IB internal assessment for a MYP or DP cohort. When two or more teachers are determining final criterion achievement levels based on the *best fit* approach, prior to the release of reports at the end of a term. When determining final student attainment for the MYP5 Personal Project

9 Inclusion

In principle, all students at ISRLO are expected to participate fully in all aspects of learning and assessment. There are some situations where it may be deemed necessary to apply alternative arrangements, such as for:

- a new student joining the school at a later stage in the year and not having completed the necessary content, or developed the required skills to participate in an assessment
- a student for whom the target language proficiency is not sufficiently developed to be able to fairly demonstrate their learning
- a student requiring accommodations, for example extra time, use of a word processor, to ensure that barriers to success are removed
- a student affected by long term illness and/or significant adverse circumstances affecting their social-emotional well being

Inclusive assessment arrangements are provided for any student deemed to require them, either as a result of educational diagnostic testing or internal decision making. The precise nature of the arrangements is determined by the student's specific situation and the available provision as outlined in the school's inclusion and language policies and/or the IB's Access and Inclusion policy.

Any informal assessment arrangement that a subject teacher wishes to apply for a student should first be checked with the student's tutor and/or MYP/DP department leader.

Formal, long term inclusive arrangements, that may eventually apply to IB assessments, can only be confirmed by the tutor and the MYP / DP department leader in cooperation with the school's care team. These arrangements must be documented in the school's administration system (SOM). Teachers can find the list of special arrangements for their classes in SOM (the OOH list). For arrangements that require permission from the IB it is necessary that the school is provided with supporting medical documentation that is not older than 2 years.

10 MYP assessment

The IB MYP assessment model is known as ‘criterion related’ whereby student work is assessed against one or more of the four subject-specific criteria. These criteria are the same in all schools where the MYP is taught and are shown in Table 1 below.

For each of the four criteria, there are two or more assessment strands and for each assessment strand there are descriptors which outline increasing levels of achievement up to a maximum achievement level of 8.

Table 1: An overview of the four assessment criteria per subject group

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature (English and Dutch)	Analysing	Organising	Producing text	Using language
Language Acquisition (Dutch, Spanish and French)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies (history and geography)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences (biology, chemistry and physics)	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics (standard and extended)	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts (visual and performing)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Full details of each subject assessment criteria and the strand descriptors are outlined in IB course guides and in ManageBac tasks.

In order to calculate a 1- 7 report grade, each complete criterion needs to have been summatively assessed at least twice per academic year so that a legitimate level of achievement per criterion can be determined. A final report grade is eventually determined using a *best fit approach* whereby attainment for all the completed work of a student is reviewed and the achievement level that best reflects the student’s ability is determined.

Once the four criterion achievement levels are determined, they are totaled (maximum = 32) and IB grade boundaries can be applied to identify a grade between 1 and 7.

The example below shows how this works:

Determining a final report grade for MYP: example

Over the course of the year, a student has completed eight summative tasks for subject X and has been assessed across the four criteria as follows are:

	Attainment in chronological order (e.g. criterion A was assessed in 7 of the 8 tasks; B was assessed in 4 of the 8)	Final achievement level awarded based using best fit* approach
Criterion A	4 / 2 / 4 / 5 / 6 / 5 / 4	5
Criterion B	3 / 3 / 4 / 2	3
Criterion C	5 / 5 / 6 / 6 / 5	5
Criterion D	6 / 5 / 5 / 4 / 4 / 3	5
	Criterion Level Total:	18

*Based on the review of the student’s attainment and the professional judgement of the teacher as per IB procedures and practices.

IB MYP Grade boundaries (for all subjects):

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

With a criterion level total of 18, the student has a final MYP report grade of 4 for subject X. This report grade can best be understood using IB final grade descriptors as shown in table 2 below.

Table 2:

MYP Grade	Grade boundaries	Descriptor (what the grade reflects in terms of achievement levels: learning and skills)
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lack of understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP eAssessments

Students who attend ISRLO in MYP5 are required to participate in culminating IB MYP assessments - the eAssessments. The eAssessments provide students with the opportunity to participate in externally marked *on screen* exams leading to an end of programme certificate that has international recognition.

The eAssessment process consists of a combination of performance/product-based portfolio work and on-screen exams. Students test in the following eight subject areas:

- Language and Literature, English (on screen)
- Individuals and Societies, History (on screen)
- Sciences, Biology or Chemistry (on screen)
- Mathematics, standard or extended (on screen)
- Interdisciplinary (on screen)
- Language Acquisition (on screen) Spanish/French and Dutch
- Language Acquisition (orals) Spanish/French and Dutch
- Physical and Health Education (PHE) (portfolio) or Arts, Visual Art (portfolio)
- Students must also satisfactorily complete the Personal Project

Portfolio work occurs, and is completed, during the third term of MYP5. On-screen assessments take place in May, approximately midway through the final term of the school year. The IB publishes the assessment dates in well in advance.

The work students complete in the *on-screen* exams is assessed by IB examiners, while samples of portfolios are moderated by IB examiners in order for final 1-7 grades to be awarded. Ultimately, the maximum total score for the MYP certificate is 56. A student is required to achieve a total of 28 points (with no grade of 2 or lower for a subject) and must successfully complete the Service as Action program in order to be awarded the certificate.

Achieving the IB MYP certificate is not a requirement for entry into the IB Diploma programme at ISRLO and neither does it ensure promotion.

Instead, entry into the school's diploma programme is determined by the final grades awarded by subject teachers at the end of the MYP5 school year, based on continuous summative assessment across the year. The final grades attained are compared to the school's stated criteria for promotion to the DP to determine whether a student can enter the DP with their chosen subject package.

11 DP assessment

DP students complete a range of different assessments across the two years of the programme. In the first year, students generally complete school assessments which are marked by teachers and lead to attainment data that are used to determine 1-7 report grades. These report grades enable 'signposting' with regard to how a student may eventually perform in their formal IB assessments at the end of the course. Additionally, these grades are published in school reports and are used to determine promotion from DP1 to the DP2 exam year. These grades can also be used to support university applications.

The ultimate purpose of school assessment is to help prepare students to be successful in formal IBDP assessments. There are two types of formal assessment:

- **Formal IBDP external assessment** includes the entire body of work by IBDP students that is sent for assessment by IB examiners, officially appointed by the IB, using common mark schemes and/or assessment criteria. This includes specific subject and core curriculum coursework as well as the final subject examinations which take place each May, at the end of the second year of the programme.
- **Formal IBDP internal assessment** refers to the assignments set by teachers on the basis of the prescriptions in the IBDP subject guides. Some internal IB assessments may occur in DP1 (including the TOK exhibition) but the bulk is completed in DP2. They are assessed by subject teachers using prescribed IBDP assessment criteria, then a sample of the teachers' marking is externally moderated by official IB examiners. Provisional achievement in formal IB internal assessments, and possibly some externally assessed components, may be shared with students and may be used by teachers when determining a school report grade. However, students are made aware that these grades may change subject to external IB marking and/or moderation.

Combined student achievement in formal IBDP external and internal assessments determine the final 1 - 7 grades awarded by the IB. An overview of all formal IBDP external and internal assessments, and how they are weighted, is provided in the school's DP curriculum handbook.

In order to ensure that students have every opportunity to plan and prepare for these formal assessments, the school establishes a year calendar which clearly outlines the first and final submission deadlines for each assessment component. The first deadline allows for formative assessment and teacher feedback such that the student can provide their best work for the final deadline. The timings of the deadlines are designed in collaboration between the DP department leader and subject teachers, taking into account the timing of closing weeks and other school events, the deadlines by which the IB examiners require the work and the workload of students. This calendar of assessment is published for the school community at the start of the academic year such that subject teachers can add the deadlines into ManageBac and ensure school-based assessments do not clash with deadlines for formal IB assessment.

The calendar also outlines the timing of trial ('mock') IB examinations for DP2 students. These occur across 6 days in the middle of the third term. Past IB exam papers are used by all subjects. The completion of these trial examinations provides valuable exam practice in advance of the final May exam session.

The May IB exam session lasts for 3 - 4 weeks during which students sit IBDP exams as produced and securely distributed to schools by the IB. These exams provide students with a chance to demonstrate the culmination of their learning across the course in each of the subjects they have taken. All completed exams are sent to be marked by dedicated IB

examiners before the IB's examining teams decide on their final grade boundaries at a final grade award meeting.

IBDP student results are released to schools on 5th July each year and the IB diploma is awarded to students who meet all the criteria as outlined below:

- a. Creativity, Activity & Service requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

DP Grade prediction

It is a requirement that DP subject teachers provide the IB, shortly before the May examination session starts, with a predicted grade (1 - 7, or A-E for TOK and the extended essay) for each student entered as a DP candidate for the May IB exams. Teachers determine the predicted grade based on student achievement across the entirety of the course, and not just on mock exams or a recent performance in a test.

Teachers aim is to be as accurate and realistic as possible. However, the IB sets a predicted grade distribution for each subject which the school is expected to match. Should the subject teacher exceed the distribution set by the IB, the school may be asked by the IB to provide evidence in support of this decision. This may take the form of marked schoolwork for students.

The subject teacher has no obligation to communicate the predicted grade provided to the IB to the student.

The predicted grades provided to the IB just before the May examination session may differ from the ones determined earlier in the final academic year to support a student in any application process for a higher educational institute. Some universities request predicted grades as early as October in the year before the final IB exams.

With predicted grades for universities, the school aims to support students with their applications by providing realistic grades that lean towards an outcome in the best possible

scenario. Nonetheless, the process for determining predicted grades for universities is consistent for all subjects, with the school's career counsellor basing these on the most recent report grade plus the prognosis from the subject teacher.

For early UK university applications, the report grades used will be those awarded at the end of the pre-exam year (DP1) with those awarded at the end of term 1 in the final year used for regular applications.

It is possible for students to request an updated set of predicted grades for universities at the end of the second term of the final year, but only if a student has evidence that indicates improved achievement in school assessments or IB coursework. A student requiring updated predicted grades for universities may, upon request, review these grades with the careers counsellor and reasonable adjustments may be made in the best interests of the student.

It is not allowed for students or their parents to pursue subject teachers with a request to provide a higher predicted grade.

A student needing predicted grades for application to UK universities must have completed their application process in the UK application system (UCAS) by 15th November (or by 30th September for early entry courses, such as for Oxford / Cambridge / or medical courses). For universities in other countries, predicted grades must be requested in good time, and no later than 10 working days prior to the application deadline.

12 Supporting assessment practices and procedures at ISRLO

In ensuring the school's assessment policy is accessible to everyone, upheld and regularly reviewed there are clear expectations and responsibilities that need to be met.

It is the responsibility of the school's management to:

- Ensure all MYP and DP teachers understand and can follow the assessment practices outlined in this policy
- Ensure all teachers understand and adhere to the practices for using ManageBac as a means to communicate assessments and attainment data
- Communicate with students and parents so that all members of the community understand the purpose, nature and expectations of the ISRLO assessment policy
- Ensure the assessment policy is made clearly accessible to the entire school community via the website and shared platforms in ManageBac and Microsoft 365
- Monitor assessment and reporting practice by current teachers to ensure the policy is being upheld
- Collect and share attainment data that will enable all teachers to annually review student attainment with a view to using data to make necessary changes to the learning process, the taught curriculum and/or resources
- Support tutors in monitoring attainment and progress by students

- Ensure inclusive assessment arrangements are in place for students entitled to them
- Oversee the planning of assessment including closing week schedules and, for formal IB assessments, provide a year calendar of due dates / exam schedule.
- Monitor any IB revisions / new implementations to IB assessment policy and practice and instruct teachers and students accordingly
- Instigate and complete a regular review of the assessment policy using attainment data and qualitative / quantitative feedback from students, parents and teachers.

It is the responsibility of MYP / DP tutor to:

- Monitor and guide the student in their academic progress and approaches to learning including time keeping, prioritizing and building resilience
- Monitor and guide students with regard to any issues pertaining to assessment that may arise in subjects
- Liaise with the MYP / DP department leader in cases of students being overburdened with summative assessments in order to seek a resolution as per the policy
- Support student representatives of the class in communicating with subject teachers about the nature, timing and expectations of assessment
- Keep track of student progress by a regular review of attainment data
- Help the student match or compare their (potential) attainment with their own individual targets and ambitions
- Report to parents on matters relating to attainment, assessment and homework for an individual student
- Refer students entitled to inclusive assessment arrangements to the relevant IB department leader and/or school support team

It is the responsibility of the subject teacher to:

- understand the way assessment, grading and reporting is undertaken at ISRLO
- provide students, at the beginning of each course, with the aims and objectives of the course (including the course content as dictated by IB) as well as the nature and purpose of summative assessments
- inform the student on time, both in class and via ManageBac, of the nature and requirements for each assessment including, where relevant, the assessment criteria / task specific rubrics, due dates, the format/layout and submission procedures
- provide adequate time and access to any materials / resources necessary for the equitable completion of the task to the best of each student's ability
- regularly use formative assessment to provide effective feedback to support and guide students and improve teaching and learning
- fairly assess summative tasks and return to students within the accepted period of time (as stated in section 5 above)
- uphold the principles of the school's academic integrity policy and ensure cases of suspected academic misconduct are reported to the relevant IB coordinator

- standardize assessment and grading practices with colleagues in the subject department
- collect, report, and utilize attainment data in order to report, via ManageBac, in a timely fashion to students and parents on student progress, and to reflect on the effectiveness of instruction and assessment practice

It is the responsibility of the student to:

- attend lessons on time and be prepared to learn
- work respectfully and collaboratively with peers
- participate fully in all forms of assessment as part of the learning process
- contact the teacher in good time to ask questions about a forthcoming assessed task (notably when a student has missed the initial in class explanation)
- submit work as required on time and in accordance with the prescriptions of the teacher and the school
- observe all regulations and criteria in the completion of summative assessments as outlined in this policy and the school's academic integrity policy
- reflect on their attainment and progress in learning and, where necessary, seek help from teachers and/or their tutor in order to ensure progress is being made

It is the responsibility of the parent/guardian to:

- understand the nature and purpose of assessment undertaken by their child at school
- monitor their child's approach to their work, their levels of motivation and their attainment
- be both supportive and realistic as their child completes work and assignments
- communicate with the school if there are concerns / questions relating to their child's learning as indicated by the school's reporting
- instill and /or uphold a notion of academic integrity
- provide their child with an effective space and necessary books/materials/time to complete work
- ensure their child has access to a computer / portable device with access to the internet

Appendix 1: MYP Late Work policy

MYP1 - 5	
Homework incomplete or not done	<ul style="list-style-type: none"> • Teacher decides if a note in the behavior section of ManageBac is required. • Teacher agrees with student on a strategy to follow.
Formative work not submitted	<p>Always:</p> <ul style="list-style-type: none"> • Teacher places a note in the behaviour section in ManageBac indicating that no (written) feedback can be provided. • Student is reminded by the teacher in the lesson. <p>Option:</p> <ul style="list-style-type: none"> • Teacher agrees with student on a strategy to follow.
Summative work not submitted	<p>Always:</p> <ul style="list-style-type: none"> • Teacher places a note in the behaviour section in ManageBac indicating that the work is missing and still needs to be handed in. Parents and tutor are informed. • The work will be given a level of n/a for all assessment criteria involved as an indication that the work is pending (assessment policy). • Student is reminded in the lesson. <p>Term 1-2-3:</p> <ul style="list-style-type: none"> • Work handed in <u>before the end of closing week</u> should be graded and taken into account for the term grade. • Any outstanding work must be completed, under supervision of the MYP department leader, by the end of the first week of the <u>following term</u>. <i>In exceptional cases</i>, work can be accepted at a later date. • Work handed in late may not be marked in time for the release of the termly report card. In this case, to indicate work is still pending, <u>n/a will appear on the report card</u> for the current term (even if other work for the same criterion has been awarded an attainment level). Once the late work is marked, the level awarded will be changed in ManageBac and, in further terms, will be used to determine the award of a 1-7 grade <p>Term 4:</p> <ul style="list-style-type: none"> • The student must report to school <u>on an agreed afternoon, no later than the first Monday after the closing week</u>, to finish and submit outstanding work personally (either to teacher and/or the IB MYP department leader).

Appendix 2: DP assessment procedures

Deadlines for school summative assessments are set by teachers in accordance with the school's assessment policy. Should a student miss a deadline without prior notice, and/or acceptable reason, it is at the discretion of the subject teacher as to whether a student has another opportunity to submit the work or complete the test. The alternative is to award 0 marks for the task.

Deadlines for the completion of **formal written internal/external IBDP coursework** are organised according to the following principles:

- 1) For each subject **the first submission deadline** for a formal IB coursework assignment is set to be a Thursday (end of day). The precise date is indicated on the school's assessment calendar provided at the start of the academic year.
- 2) Any student not granted an extension (for extenuating/adverse circumstances*) who misses the **first submission deadline** must sit under supervision after school on Friday until 5.10pm, and if necessary on the following Tuesday until 5pm, to get the required work done. This means students may use the intervening weekend and Monday to work on the assignment independently.

If no work is submitted by the end of the Tuesday after the original deadline, the student loses any right to have teacher feedback on the work. The work must still be submitted as it is necessary that the teacher can authenticate any final submission as the work of the student.

- 3) The **final submission deadline** for each assignment is set to be a Monday (end of day). The precise date is indicated on the school's assessment calendar provided at the start of the academic year. A student who is not granted an extension (for extenuating/adverse circumstances*) must submit their final work by this deadline if it is to be considered for assessment and submission to the IB. If no work is submitted by this deadline, **the work submitted for the first submission deadline will be considered as the final version**, as long as it is suitable for submission to the IB (i.e. it meets expectations of academic integrity such as correct MLA citing/referencing).

Unless there are exceptional circumstances, **if no suitable work has been submitted in time** the school has the right to inform the IB and no final grade for the subject will be awarded. The student will then be required to retake the subject in the next available IB exam session.

*Extenuating/adverse circumstances include those already known to and discussed with the school, *and/or* lengthy or significant illness in the week prior to the deadline *and/or* family bereavement etc. A request for an extension is expected in writing to subject teacher / DP department leader at the latest 3 days prior to deadline.

- 4) A student is entitled to **two 'jokers'** for the **final** submissions of formal IB assessments. The purpose of a *joker* is to allow students more agency in managing their workload and to ease moments that may be particularly stressful. A student may use a joker at their discretion to inform the school (via their subject teacher) that they will submit their final

version at a specified later date. Should the new date not provide sufficient opportunity to complete the work the student may move the deadline one further time to a new date agreed with the subject teacher. The date must allow sufficient time for the necessary completion of teacher marking / moderation / IB administration. Therefore, for external IB assessments due for early submission to the IB, the latest work can be submitted is the final Monday prior to the spring vacation. For internal IB assessment coursework the latest date that can be chosen is the final Monday in March.

5) a) A student cannot use a 'joker' for the following IB assessments:

- the core curriculum components (EE, TOK, CAS)
- a language A or language acquisition oral assessment.
- the final coursework required for Visual Arts (exhibition and process portfolio) and Music (presenting portfolio)

b) A joker can only be used if the first submission of the assignment was **completed on time** (i.e. not later than the original deadline or any extended deadline if granted for extenuating circumstances).

c) A joker is only valid if the student informs the subject teacher / DP department leader in writing no later than 0950 on the day of the final submission deadline

6) Prior to final submission / completion of any formal IB assessment in DP2, the required IB candidate declaration must be completed and signed by the student to acknowledge that the work being submitted for assessment is entirely their own, and that all work /ideas of other people have been properly cited and referenced

Completion of the remaining **formal internal/external IBDP assessments** are organised as follows:

1) In case of absence for a formal IB oral assessment, due to unforeseen illness or other acceptable reason, the parents or guardians of the student concerned must inform the school immediately i.e. the day before or at the latest 09:00 on the day the assessment is scheduled. If applicable supporting medical documentation is provided.

In the case of an excused absence, the student is allowed one opportunity to take the assessment at another date. As soon as possible, the student contacts the subject teacher to make an appointment regarding this.

2) In case of an absence during an external examination session (May or November), the student must inform the DP department leader as soon as possible, at the latest within one hour following the start of the exam. Supporting documentation has to be provided at the earliest opportunity. In such a case the IB will always be informed, who will decide whether exam security can be maintained such that the exam can be completed at a later time (and no later than 24 hours after the original time), whether a final grade can be awarded based on the work the student has already completed or whether the student will have to defer to a later exam session.

3) An IBDP candidate is normally eligible for a final IB grade only if all work has been submitted for assessment. When a student fails to either attend an examination, or to submit work for a component and there are no special circumstances, no grade is awarded for the subject by the IB.

If a candidate is deemed eligible for a final grade, despite not submitting work for every component (due to acceptable adverse circumstances) marks for the missing component(s) will be calculated using an established procedure by the IB. This is either based on the candidate's marks for completed components and the distribution of marks of other candidates in the same subject, or on a combination of coursework mark(s) and the school's predicted grade(s).

This assessment policy is reviewed bi-annually in April by the following ISRLO community members:

DP department leader

MYP department leader

International Team teachers

Next review: April 2025