



# International School of Estonia MYP Assessment Policy

updated April 2015



**ISE Mission** - who we are and what we do

- Develop inquirers, communicators, risk-takers and leaders
- Provide an environment of creativity, innovation and care
  - Foster intercultural understanding and respect
- Empower students to implement positive change in the face of future challenges

**Our Core Values** - the qualities that must be in place and actively followed in order for ISE to accomplish its Mission

In all that we do, we value -

- care and compassion - We believe that we have an obligation to listen thoughtfully to others, to consider their points of view and to treat them with kindness and empathy.
- the pursuit of high quality - We set high but realistic standards for everything at ISE. We regularly assess how we are progressing towards those standards and constantly seek to improve. We encourage asking, “How can we do that better the next time?”
- inquiry-based learning - “Why?” is our favorite question. We see ourselves as life-long learners, and developing a joy of learning is essential to what we do.
- taking action - We are committed to making a difference. Therefore we work hard to connect learning to service. We look beyond ourselves and seek to make genuine, positive changes in the world around us.

**Our Vision** - ISE is internationally recognized as a school that develops and empowers future innovators and leaders

The core of International Baccalaureate programs is the **IB Learner Profile** and the International School of Estonia celebrates the promotion of these student attributes:

- Inquirer - Acquires skills for purposeful, constructive research
- Thinker - Applies thinking skills critically and creatively to solve complex problems
- Communicator - Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker - Approaches unfamiliar situations with confidence
- Principled - Displays integrity, honesty and a sense of fairness and justice
- Caring - Develops a sense of personal commitment to action and service
- Open-minded - Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced - Understands physical, mental and personal well-being
- Reflective - Analyzes own strength and weaknesses

ISE in support of the Learning Profile and our IB curriculum, also champions the aims and goals of the International Baccalaureate Mission:

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.

## **Statement of Philosophy**

At the International School of Estonia student assessment is to inform instruction and improve student learning. Assessment is ongoing (formative and summative), shows what students know and can do, and is fully integrated into the ISE program Preschool-12.

ISE assessment policy is derived from the school's and the IB's assessment philosophy and principles. It is constructed around educational and pedagogical values and represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. In concurrence with the MYP approach to assessment ISE recognizes the importance of assessing not only the products, but also the process, of learning.

At ISE in MYP assessment is integral to all teaching and learning in that it supports student learning. As required by MYP guidelines teachers assess using the prescribed subject-group objectives and assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

### **ISE MYP Assessment aims**

- 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 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 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.

## Common Practices in Using the MYP Assessment Criteria and Determining Achievement Levels

Assessment practices at ISE include using the MYP criteria and determining achievement levels following MYP guidelines.

At ISE MYP teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public (MYP Assessment Criteria/Rubrics are accessible in the Files section of ManageBac for each subject area), known in advance and precise (MYP Assessment Criteria/Rubrics are discussed with students in August and at the start of the unit), ensuring that assessment is transparent. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

### The MYP assessment criteria across subject groups

	A	B	C	D
<b>Language and literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	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>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

<b>MYP Project</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

### **Achievement levels**

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, 5 and 6 as the third band and 7 and 8 the fourth. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels.

All MYP subject groups at ISE have four assessment criteria (see the table above) divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted at ISE. MYP Assessment Criteria/Rubrics are accessible in the Files section of ManageBac for each subject group. The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly.

### **Assessment Explanation**

The IBO has developed MYP assessment criteria against which the student's work will be assessed. The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve.

Final assessment takes place at the end of the MYP in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project. Grades from 1 (lowest) to 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the MYP grading system?

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8.
3. Grading is based on the level of achievements for each criterion.
4. The final achievement level for all the different criteria is based on the year's assessed summative work and the teacher's professional judgment. The so called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
5. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are totaled. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

## Common Practices in Recording and Reporting Student Achievement

During the five years of the MYP, ISE communicates student achievement in each subject group to parents at regular intervals and communicates grades. MYP reports of student achievement communicate the student's achievement level for each assessment criterion for each subject. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and is supported with advice for improvement, where applicable.

### MYP General Grade Descriptors

To arrive at criterion level totals for each student, teachers add together the student's final achievement levels in all criteria of the subject group. ISE uses the MYP 1-7 scale for the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion level totals into a grade based on a scale of 1-7.

#### MYP general grade descriptors

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks 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.
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### Reporting formats and timeline

- ISE uses report cards in which all teachers contribute assessment data from their subject, and which include achievement levels and grades at the end of each semester.

Report cards are used to communicate the overall results of assessed work and the progress students are making toward the student objectives of the ISE curriculum. Our report cards include both numerical and narrative elements.

Reports are generated four times per year. The report content and format is reviewed each year in the spring to determine any changes for the following year.

#### Report Schedule

#### Quarterly Progress Reports include

- Mid-semester achievement levels in all subject area

Mid-semester achievement levels do not become part of the student's records that are sent to other schools, nor are they recorded on the student's transcript.

#### 1<sup>st</sup> and 2<sup>nd</sup> Semester Report Cards include

- Semester grades and achievement levels in all subject areas.
- Teacher comments in each class in all subject areas if applicable

Semester grades do become part of the student's records that are sent to other schools, and they are recorded on the student's transcript.

- Parent conferences—in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.
- Student-led conferences—in which students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement.

Students are required to participate in both conferences.

The responsibility of the student-led conference rests with the student. The teacher facilitates the conference, but the student is responsible for answering parent questions and concerns about student

learning. Students share with their parents what they have learned, if applicable, show their parents their student portfolios, and discuss the reasons for their academic progress.

In spring 2016 ISE will pilot student-led conferences in some of the subject areas to advocate active student engagement and ownership of the learning process. It is our goal to have student-led conferences in all subject areas.

### **Implementation of Formative and Summative Assessment**

Consistent with IB expectation MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student, peer and self-assessment can be important elements of formative assessment plans. Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-groups specific assessment criteria.

### **Managebac**

ISE utilizes an integrated information system, ManageBac for gathering and reporting assessment information. This summative and formative assessment information is accessible to students, parents and teachers.

ManageBac is the primary data management system used at ISE for *all* matters concerning planning and assessment. It provides the basic means through which staff should record details of teaching and assessment along with communication of these to students and parents. It should contain any documents relating to Subject Area policies and practices along with daily notification of work covered. A student's grade/achievement level for each assigned assessment will automatically be visible in ManageBac along with any comments posted by staff. Notice of homework and major assessment events will be posted on ManageBac.

### **End of Semester/Final Assessments**

Each Subject group teacher will determine whether or not students will take an End of Semester/Final Assessment. Instructors will determine whether or not End of Semester/Final Assessments will be given. If Subject group classes are at the beginning or middle of an MYP Unit, extended lessons for students will be given in lieu of End of Semester/Final Assessments.

After IB MYP verification, the End of Semester/Final Assessment period will be devoted to Mock eAssessments to prepare MYP Year 4 and Year 5 students for externally moderated IB MYP Examinations.

### **MAP (Measure of Academic Progress) testing**

MAP is a standardized, norm driven, computerized test in Mathematics, Reading and Language Usage that is given twice a year (fall, spring). This test is adaptive and the difficulty of questions given depends on the student answering the previous question correctly. This test is just one way teachers are able to identify students' areas of strength and concerns over time. Results from this test are used to help inform instruction.

## Optional IB Assessment and Grading for MYP Year 5 Candidates

After IB MYP verification, ISE will offer the following possibilities for MYP Year 5 students:

**The MYP Certificate** is the highest award for the MYP and results in certification by the IB Organization. Certain requirements have to be met.

**MYP Course Candidates;** A candidate who does not aim to achieve the MYP Certificate, but is registered for any combination of subjects, the interdisciplinary assessment, the personal project and/or community service is referred to as an MYP Course Candidate.

**The MYP Record of Participation** is for MYP students who study in the programme for at least two years and complete the requirements in year 3 or year 4. These students are not registered with the IB for any form of assessment. The school-based Record of Participation is a school-based document, not verified by the IB Organization and is issued by the school.

*See General regulations: Middle Years Programme and Handbook of procedures for the Middle Years Programme for requirements for each recognition area.*

### Recognition of the MYP Certificate

The IB Organization actively promotes wide recognition and acceptance of the MYP Certificate or MYP Course Results as a basis for continuing education but does not guarantee recognition of the MYP Certificate or MYP Course Results by any institution or relevant authority in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying whether the MYP Certificate or MYP Course Results have recognition and acceptance.

### Inclusion/SEN students

ISE Inclusion/SEN policy section "Responsibilities of ISE for the student needing special accommodations on IB exams" communicates guideline for inclusion/SEN students taking IB MYP external assessments.

### Internal standardization

Internal standardization is guided by the ISE internal standardization procedures document. Internal standardization of assessment is required for the personal project. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

In general, subject groups consist of 1-3 educators, but they teach at different year levels. The following practices are employed for internal standardization.

- Using interdisciplinary unit assessments as prospects for internal standardization.
- OCC subject specific Teacher support materials Assessed curriculum section provides examples of assessed student work to guide the assessment. Analyzing the examples individually and within the subject group.
- OCC "Specimen marked candidate responses" provide examples for year 5 student responses in eAssessment subjects. These responses may be used to inform individual teacher markings and discussed in subject groups.
- Peer review of year level units within the subject group.

Standardization within subject groups towards the end of the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

Documents:

- From principles into practice; Implementation policies, pg. 36 and Principles of MYP assessment pg. 78 - 96;
- Further guidance for developing MYP assessed curriculum, IBO OCC
- General regulations: Middle Years Programme and Handbook of procedures for the Middle Years Programme, IBO OCC

International School of Estonia  
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