



International School of Estonia MYP Assessment Policy



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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

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IB Learner Profile

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 **IB Learner 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.

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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 MYP assessment policy is derived from the IBO assessment philosophy and principles, aligned across PYP and DP programmes. 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 developing the student holistically. 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 MYP assessment is integral to all teaching and learning supporting student performance. 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 and provide students with opportunities to achieve at the highest level developing rigorous tasks that embrace a variety of assessment strategies.

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Aims of the MYP Assessment

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning. The primary goals as stated in “MYP: From Principles into Practice” (79) of the MYP assessment at ISE are:

- 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.

Assessment Explanation

Each IB MYP subject-group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the students' work will be assessed. The students will not be judged against the work of others, but against the assessment criteria which will be shown and explained. This will help the student to keep an eye on his/her progress and to see where he/she need to improve.

Grading is based on the achievement levels attained for each criterion within numerical bands of 0-8. The achievement levels for the four criteria is based on the assessed summative work, and the teacher's professional judgement. After having worked out the achievement levels for each criterion, these are added up to determine a semester grade for each subject. ISE uses the IB MYP 1-7 grade scale to determine the semester grades in each year of the MYP. **Passing mark is grade 3 and above.**

Implementation of Formative and Summative Assessment

Table 1. Formative and summative assessment

Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Summative assessment	Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.

Glossary of MYP terms (MYP: From Principles into Practice 125, 133)

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. Peer and self-assessment can be important elements of formative assessment. 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 specific assessment criteria.

Formative assessment, summative assessment, and the final grade.

Teachers will analyze the achievement levels of students over the course of the marking period which represents their **summative** performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. (MYP: From Principles into Practice 91).

The key distinction between formative and summative assessment is how the results are applied. Formative assessment outcomes give guidance during a learning process and summative give an evaluation at the end of it. Formative work is everything that helps a student meet the established criteria for the summative task. Only summative assessment achievement levels count towards the semester grade. However, formative assessment results may be considered when summative tasks are missing for whatever reason as they provide evidence of student learning. Also, formative assessment results inform the teachers when using the “best-fit” approach (deciding if the achievement level is 3 or 4; 5 or 6 etc.).

The final grade is issued at the end of the school year. Final grade consists of 1st and 2nd semester summative assessment grades. Semester courses (Music, Visual Art MYP 1-4) issue the final grade at the end of the semester the course is offered.

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MYP Assessment Criteria and Achievement Levels

In the MYP, teachers address objectives (through classroom teaching and learning—the taught curriculum) and assess criteria (through formative and summative assessment tasks—the assessed curriculum).

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each** year of the MYP.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At ISE, MYP teachers make decisions about students’ achievement using their professional judgment and “best-fit” approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of the unit), ensuring that assessment is transparent.

The MYP assessment criteria across subject groups

Table 2. The MYP assessment criteria across subject groups

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and	Knowing and	Planning for	Applying and	Reflecting and

health education	understanding	performance	performing	improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Project *	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

* Assessed once during the course.

All MYP subject groups have four assessment criteria that are equally weighted.

Achievement levels

Each criterion has eight possible levels of achievement (0-8), divided into four bands that generally represent - the student doesn't reach a standard described by any of the descriptors following (0); limited (1-2); adequate (3-4); substantial (5-6); and excellent (7-8) performance. Each band has its own unique descriptor. Teachers use the descriptors to make "best-fit" judgments about students' progress and achievement. The "best-fit" approach reflects the criterion-related philosophy of MYP assessment which does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like" (Further Guidance for Developing MYP Assessed Curriculum). Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. **Level 0 should not be used for missing work.**

Missing Work

ISE strives to provide grades that only describe students ability in the subjects as described by the grading criteria of the IBO MYP assessment procedures. However, we also recognize the need to ensure each student's development of the [IBO Approaches To Learning](#) skills, and of the IB Learner Profile attributes. Therefore, while we believe in providing ample opportunity to submit work with individual guidance, we also recognize the need to provide consequences and report the absence of work when students do not take corrective action within reasonable time parameters. "Students who miss school, for any reason, are expected to make up all missed work and tests upon their return. The student will be required to complete any work or tests no later than 2 weeks from the date of the student's return to school." (Student-Parent handbook)

Below is the general process available to teachers at the end of grading periods where students have not submitted significant amounts of work, or heavily weighted assessments like projects, papers or exams:

Option 1: Teacher uses formative assessment results. This is a temporary condition and **it is the student's responsibility** to arrange a rehabilitation schedule with the teacher.

Option 2: Teacher uses a 0 as a placeholder, pending submission of student work. If a student submits the work within established time boundaries for the grading period, that assignment loses all late penalties; it is then assessed according to its academic merits, so the grade is changed. If the student chooses not to submit the work, the 0 remains and is used in order for the Managebac system to calculate the semester/final grade.

The final selection of any of the above options is at the discretion of the individual teacher in consultation with the MYP Principal Coordinator.

Reasonable adjustments

Students with Special Educational Needs (SEN) and English Language Learners (ELL) may require reasonable adjustments of assessment. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Reasonable adjustments may involve changes to specific aspects or specific criteria, the overall learning outcomes remain the same.

For modification of the curriculum please see the [Policy Alignment](#) ISE SEN-Inclusion policy section.

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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 through ManageBac Gradebook, MYP Portfolios and report cards. MYP reports convey 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 Grades and Grade Descriptors

ISE operates on a rule of “no surprises”. Teachers must inform parents, MYP Principal Coordinator and Advisory teacher when students' marks are less than grade 4 at any time during the semester.

To determine the semester grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. ISE uses the MYP grade boundary guidelines to determine the semester/final grade on a scale of 1-7 in each year of the MYP. **Passing mark is grade 3 and above as set by the IBO.** Table 3. gives the achievement level totals converted into a grade on a scale of 1-7 with grade descriptors.

Table 3. MYP General Grade Descriptors

Grade	Boundary guidelines (achievement level totals)	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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Internal standardization

Internal standardization is guided by the ISE MYP internal standardization procedures document ([Appendix 1](#)). Internal standardization of assessment involves teachers meeting to come to a common understanding of the criteria and achievement levels for student work. In so doing, teachers increase the reliability of their judgments.

Subject groups

Standardization within subject groups promotes consistency and builds common understandings about student achievement with respect to MYP objectives/assessment criteria. In general, subject groups consist of 1-3 educators teaching at different year levels. The following practices are employed for internal standardization.

- Peer review of year level summative assessment tasks within the subject group.
- Using interdisciplinary unit assessments for internal standardization.
- My IB Programme Resource Center subject specific Teacher support materials provide examples of assessed student work to guide the assessment. Analyzing the examples individually and within the subject group.
- My IB Programme Resource Center "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.

Personal project

External moderation of the personal project is mandatory. Prior to the external moderation, as required by the IBO “Schools ensure that the projects are assessed and internally standardized by the supervisors in the school according to the criteria stated in Projects guide” (MYP Projects guide 10), each project goes through the following internal standardization procedures:

- Initial assessment (supervisor);
- Assessment by another 2 arbitrarily assigned supervisors. An additional MYP teacher may be added to the group;
- Group discussion/agreement upon the final level of achievement (supervisor, MYP teachers);
- Standardized achievement level and grade with a comment issued to the MYP Coordinator to enter into IBIS, to the student, and recorded to ManageBac Projects assessment section (supervisor).

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 group procedures and practices (Syllabi, Course Outline etc.) along with daily notification of work covered. A student's achievement levels for each assigned task will automatically be visible in ManageBac along with any comments posted by staff. Notice of homework and formative and summative assessment tasks will be posted on ManageBac.

The ManageBac information system creates ISE MYP reports that are specifically designed for the MYP programme and will help promote an in-depth evaluation of a students' learning.

Reporting formats and timeline

ISE uses report cards in which all teachers contribute assessment data from their subject, and which include achievement levels for for quarterly terms 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 objectives of the ISE MYP curriculum. Report cards include both numerical and narrative elements. Individual teacher comments are included to MYP 5 reports for all subjects.

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

Table 4. Reporting Schedule

First Semester Progress Report*	Mid-semester achievement levels (0-8).	October
First Semester Report**	Achievement levels (0-8); Semester grades (1-7); Student reflections; Teacher Comments for MYP 5	January
Second Semester Progress Report*	Mid-semester achievement levels (0-8).	April
Second Semester Report**	Final grades (1-7)*** achievement levels (0-8); Student reflections; Teacher Comments for MYP 5	June

* 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.

** 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.

*** Final grade consists of 1st and 2nd semester summative assessment grades.

First semester grade is based on what the teacher has assessed until issuing the first semester report. **The school assures that at least one summative assessment addressing all four criteria is completed by the end of the first semester.** This mark is not the MYP final grade but a semester grade. This mark counts towards the credit. The MYP final grade is issued at the end of the school year. It takes 1st semester grade into account, and also counts towards the credit.

Semester courses (Music, Visual Art MYP 1-4) assess all 4 criteria twice a semester for a final grade.

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Conferences

The purpose of conferences is to give information to both students and parents. The **student portfolio** ([Appendix 2](#)) plays the central role in these conferences. Portfolios are collections of student's work that are designed to show success, growth, higher-order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

Portfolios are maintained throughout the year, and are shared with parents at least two times a year.

- Student-Parent-Teacher Conference (1st quarter)

Student-parent-teacher conference is a formal meeting designed to set goals for the year. The student portfolio plays a central role in these conferences. The student shares what she/he has done so far, and what are his/her strengths and areas to improve. The parents share what they have noticed. Then the teacher gives information about the student's progress and needs.

- Student-led Conference (3rd quarter)

This is a formal conference during which students are involved in discussing their work and their progress with parents. The responsibility of the student-led conference rests with the student. The students, with the support from their teachers select the work to be discussed and/or presented. The value of student-led conference is that the students reflect on and consolidate their progress, and share the responsibility of informing their parents.

ISE MYP Conferences - Portfolios Guidance document ([Appendix 3](#)) gives detailed information on conferences and portfolios processes.

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NWEA MAP (Measure of Academic Progress)

NWEA MAP testing is a standardized, norm driven, computerized test in Mathematics and Language Usage that is given once a year in 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.

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Final Year of the Programme: MYP 5

At the end of the MYP programme, in year 5, students receive the MYP final grade for each subject group, and for the personal project.

Personal project

For schools ending in MYP year 5, moderation of the personal project is mandatory. Therefore ISE MYP Course Candidates' (MYP 5 students) projects are externally moderated by IBO examiners receiving IB MYP course results and a grade (1-7) for the Personal project.

The personal project is a cumulative learning experience, at the end of the MYP programme in year 5. It is a product of student's own initiative and reflects his/her overall experience of the MYP. It provides an opportunity to investigate a topic of interest (RESEARCH), produce a creative piece of work of student's choice (PRODUCT/OUTCOME) and reflect on the project process (PROJECT REPORT) to demonstrate the new knowledge, skills developed in approaches of learning, and to show an understanding in areas of global context.

Optional eAssessment for MYP Year 5 Candidates

(Currently not offered at ISE)

MYP eAssessment is an optional service for IB World Schools that results in IB-validated grades recorded as MYP course results, which can contribute to the award of the MYP certificate. The following possibilities are available for MYP Year 5 students:

The MYP Certificate is the highest award for the MYP and results in certification by the IB Organization. Specific requirements have to be met. (General regulations: Middle Years Programme 7-8).

The MYP Course Results is the primary MYP awards document. It shows each discipline the candidate has taken, and the grade achieved (1-7). It also shows the grade achieved in the personal project, interdisciplinary assessment, and that the school's community service requirement has been completed. The results document only shows positive achievement.

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. Certain requirements have to be met. (General regulations: Middle Years Programme 8).

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.

Inclusive assessment arrangements are changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

ISE will follow the IB MYP learning support requirements for eAssessments as set forth in “General regulations: Middle Years Programme” pg. 10-11 and inclusive assessment arrangements in “Candidates with assessment access requirements (Middle Years Programme)”.

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Policy Alignment

ISE MYP assessment philosophy and policy align with ISE school values and other policies as outlined below. In all of these policies and procedures, the student is central.

[IB Learner profile](#)

The IB Learner Profile states that students are reflective meaning analyzes own strength and weaknesses through formative self, peer and teacher, as well as formal summative assessment for success.

[ISE mission statement](#)

Our mission statement aims to “develop inquirers, communicators, risk-takers and leaders”. Part of being an inquirer, risk-taker and leader is understanding and demonstrating integrity and honesty in all learning assignments and tasks as a student and an individual.

[ISE MYP academic honesty policy](#)

ISE MYP assessment policy aligns with our academic honesty policy.

Academic Honesty

As stated in ISE MYP Academic Honesty Policy ([Appendix 4](#)) “Academic honesty in the IB is a principle informed by the attributes of the **IB Learner Profile**. In teaching, learning and assessment, academic honesty serves to promote personal integrity, provoke respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the IB Learner Profile, all members of the IB community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. MYP students must demonstrate academic honesty and avoid any form of academic misconduct”.

Students are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

Formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task. ISE MYP Academic Honesty policy explains the expectations for the students as well as the procedure of violation and actions.

[ISE MYP language policy](#)

ISE MYP language policy supports (ELL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel when completing assessment tasks. Students can choose (where possible and appropriate) to work from multilingual sources without feeling badly about doing so. We also provide support for our English language learners through accommodating/modifying the assessment tasks so they can meet the objectives and assessment criteria.

[ISE SEN-Inclusion policy](#)

All students regardless their learner status are expected to participate in daily teaching and learning to best of their ability. Adjustments and modifications will be applied to assessment tasks case by case based on SEN/ELL student needs.

IBO is not able to validate grades or award the IB MYP certificate for SEN students, who participate in the programme with modifications to the required MYP curriculum framework (alternative programme, ILP). Students who complete the personal project and school-based community service requirements in MYP year 5 are eligible to receive IB MYP course results. (MYP: From Principles into Practice).

Policy review

Policies will be revised at the beginning of each school year by the respective Programme teachers. A review process including student and parent representatives will be taken after every three years.

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Appendices

Appendix 1: ISE Internal Standardization Procedures

[Follow this link to ISE Internal Standardization Procedures document.](#)

Appendix 2: ISE MYP Portfolios: Setting up, Organizing and Maintenance

[Follow this link to ISE MYP Portfolios: Setting up, Organizing and Maintenance document.](#)

Appendix 3: ISE MYP Conferences-Portfolios

[Follow this link to ISE MYP Conferences-Portfolios Guidance document](#)

Appendix 4: ISE MYP Academic Honesty Policy

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Sources

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