# Assessment, Recording and Reporting Policy for Middle Years Programme (MYP) and Diploma Programme (DP)

## Preamble

Assessment at the school reflects IB assessment philosophy, the school’s mission and vision and what we know of good practice that is relevant to our context. This policy is in line with the IB Standards and Practices, with particular reference to [Standard 0404 (Approaches to assessment](https://resources.ibo.org/ib/psp/Standards-and-Practices/works/edu_11162-51685?lang=en&root=1.6.2.10.5)).

Assessment is integral to all teaching and learning. It is central to thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. Both students and teachers should be actively engaged in assessing the student’s progress… as part of the development of their wider critical thinking and self-evaluation skills. *(www.ibo.org)*

Assessment should reflect concept-driven, inquiry-based, student-centred learning: it should provide information about individual student learning, allow us to track student progress, and contribute to the evaluation of the effectiveness of teaching in individual courses and of the MYP and DP programmes overall.

Positive relationships between teachers and students are central to the assessment process and reflect the overlap between the academic and pastoral sides of the school; when we approach assessment holistically, we show students that we value them as individuals.

## Purpose of assessment

The purpose of assessment is almost always to support improvement in student learning and in our planning and teaching. Occasionally, it also serves the purpose of accreditation – that is, the degree to which a student qualifies for progression, or entry (e.g., to a HE course). Assigning a number or a letter (ToK and EE) is appropriate for the latter purpose and occasionally for the former; where such grading does not help improve learning, planning and teaching, it should be avoided. Where it is given, the purpose of doing so and its status (e.g., At this point? Predicted? Final?) must be made clear to student and parents.

## Principles of assessment

*Wiliam* *after* *Cronbach (1971)* in *Donarski (2020):*

* Assessments are procedures for drawing inferences.
* Validity is a property of inferences, not of assessments.
* The process of drawing inferences must be done thoroughly to ensure validity.
* Defining an assessment as a procedure for drawing inferences also clarifies that it makes no sense to define the terms ‘formative’ and ‘summative’ as kinds of assessment, because the same assessment can be used summatively or formatively.

*Wiliam* in *Donarski (2020):*

* We can never be sure that the conclusions we draw about what our students have learned are the right conclusions. What we can do is increase the odds that we are making the right decision on the basis of evidence rather than hunch.
* There are two main reasons why the results from assessments may not support the conclusions we want to make. The first is that the assessment does not assess the sorts of things which we want to make inferences about – intuitively, the assessment is ‘too small’. The second is that the assessment assesses things which are not relevant to the things which we want to make inferences about – the assessment is, in some sense, ‘too big’.

*Nuthall (2007):*

* Multiple encounters are needed to promote learning - defined as “is a positive change of what we know or can do”.
* Allowing students to show their learning through a range of kinds of assessment task also improves the likelihood that the inferences we wish to draw are valid.
* Students must know in advance if an assessment might be used to draw a summative inference. We want to encourage students to be able to take risks and not be afraid to fail when showing what they know in tasks to be used formatively, and the likelihood of this is increased if they know they won’t be ‘penalised’ for doing so.

## Principles of feedback

*Hattie and Timperley (2007):*

Feedback on assessment should help teachers, students and parents understand:

* Where am I going? (What are the goals?)
* How am I going? (What progress is being made toward the goal?)
* Where to next? (What activities need to be undertaken to make better progress?)

That feedback should reflect what kind of information is most relevant at the learner’s current phase (from novice to proficient) :

* Task and product level: corrective feedback.
* Process level: students developing their own learning strategies.
* Self-regulation/conditional level: students improving their ability to monitor their own learning and progress.

Feedback in the form of praise – or criticism - of the *learner* is rarely useful or effective and should be avoided.

### Principles of learning to support assessment

Assessment is more likely to be valid, and reliable, if it follows what we know about learning. That is, the likelihood that assessment will show us what students know and can do is increased if the learning process has been effective. [Based on research, knowledge of cognitive support and the work of exemplary teachers](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf), Rosenshine and others identify a range of strategies that are often effective, for example:

* Daily review.
* Present new material using small steps.
* Ask questions.
* Provide models.
* Guide student practice.
* Check for student understanding.
* Obtain a high success rate.
* Provide scaffolds for difficult tasks.
* Independent practice.
* Weekly and monthly review.

Other activities that support preparation for assessment include:

* Using exemplars of work or performances to model good practice for student reflection in the form of presentations, discussions and the use of rubrics
* Developing rubrics or checklists collaboratively with the students to provide them with clear learning objectives
* Encouraging students to use rubrics for self and peer assessment and reflection

## Assessment Procedures

### Managing Assessment Tasks

#### Assessment Criteria and Task-Specific Clarifications

* Each assessment task in the MYP should include task-specific clarifications. Teachers in Grades 9 and 10 and DP may wish to include the official IB criteria alongside the TSC.
* The IB DP assessment objectives and criteria should be provided for all students by the teacher, in each subject. It should be made clear to all students what assessment tasks contribute to their final report grade.

#### Notification of Assessment Tasks

* Students must be given a minimum of two weeks notification for tasks that are likely to be used summatively. They must be set as tasks on ManageBac.
* Notification and relevant information must be uploaded electronically to ManageBac for students to be reminded of the details of the assessments.
* Notification of assessment feedback by the teacher should be done via MB within 5 lessons after the submission date and students must be given time to act on that feedback afterwards in a way that allows teachers to see the effectiveness of their feedback.
* Results/comments should remain hidden until *after* the teacher has given whole-class and, when appropriate, independent feedback on the task. Results should never be released between 8:30 and 3:30 to avoid disruptions to other lessons, unless you are teaching the class at that time. (For example, some students have received a grade in the middle of another lesson which distracts them from their learning and contributes to anxiety; we want to ensure that assessment and wellbeing go hand in hand.)

#### Instructions for Assessment Tasks

* Teachers must provide clear written instructions and criteria/marking procedure, where applicable, with task specific clarifications, including the assessment date or due date. Again, information must be placed on ManageBac.

#### Administration of Assessment Tasks

* Tasks that may be used summatively should primarily be completed within class time to improve validity; however, some planning, drafting or reflection may occur outside of class time (e.g., as part of home learning).

#### Drafts for Written Tasks

* Drafts are, in practice, an assessment used exclusively for formative purposes. If appropriate for the nature of the task, formative feedback should be given to allow students a minimum of one week to respond to the feedback, and to submit the final assessment task. Again, notifications should be uploaded to ManageBac. Drafts can be submitted in any format at the teacher’s discretion.

### Conditions of Assessment

(This is a guideline; there will be moments when you decide a different course of action; for example, students in Grades 6, 7 or 8 may require a different course of action than students in Grades 9-12.)

* When planning assessment tasks (both horizontally and vertically), teachers should consider a range of task types (e.g., essays, orals presentations, performances, etc.) to allow all students the opportunity to demonstrate knowledge and understanding. MYP teachers should consider the balance between authentic tasks and more traditional tasks which prepare students for the types of tasks they will encounter in the DP.
* Most assessment should take place within the classroom (with some exceptions for process-based work). If part of the purpose of a task is to familiarise students with timed conditions, the following guidelines should be used:
	+ G6-8: 45-60 minutes
	+ G9-10: 60-75 minutes
	+ G11-12: up to 80 minutes. The length of assessments will be partly dictated by the length of the final exams. For assessment longer than 80 minutes, these should be prioritised during the scheduled assessment weeks. If not taken during assessment weeks, the faculty should contact the DP Coordinator.
* It is the classroom teacher’s responsibility to manage accommodations for SEN students, including extra time. If tasks are designed using the above time limits (G6-8), most students should be able to use extra time within the class period. The assessment must be completed within a continuous period of time (e.g., students should not be allowed to come back to the task later in the day). For students who need additional time beyond the class period, teachers can request assistance from the SEN Department, but this must be arranged at least a week in advance. If the SEN Department is unable to accommodate, teachers must contact their HoF to arrange for internal cover.
* Managing authorship is an important part of valid assessment. Refer to *Southbank International School’s Academic Integrity Policy* for clarification of the definition and for procedures to follow in case of infractions.

### Variation to Assessment Conditions

* There should be few circumstances in which late submission of tasks occur, when managed effectively by the classroom teacher.
* Where controlling the conditions of an assessment is required for valid, reliable assessment, an extension cannot be granted. The student should receive an N/A for that task. They should still be required to complete the task for formative, diagnostic purposes.
* G6-8: Where data is needed to make a summative inference, the student must be given the opportunity to complete the same or similar assessment within 24 hours of their return.
* G9-12: Where data is needed to make a summative inference, the student must be given the opportunity to complete a modified assessment. For example, a student in English L&L might be given a different essay question from the rest of the class.
* Where a student requests an extension, this must be on justifiable grounds (e.g., illness, family emergency).
* When an extension is not possible, the teacher should make reasonable accommodations, which may include giving the student extra time in class or feedback on what the student has completed.
* When an extension is not justifiable, the feedback should explicitly include comments about AtLs (self-management, organisation, etc.).
* If there is a justifiable reason for an extension (e.g., illness, family emergency), then it warrants an extension. If not, then the work should be submitted and the student assessed based on what they have completed.
* If a student is repeatedly absent for deadlines or in-class assessments, the matter should be brought to the attention of the advisor and Programme Coordinator.
* During Assessment Week (G10 & 11), every effort will be made to rearrange assessments missed due to authorised absences within the timeframe of the week. Once Assessment Week has been concluded, assessments can no longer be used for summative inferences and an N/A should be awarded. Students can have the option to complete the task as part of home learning, with brief feedback given by the teacher, but it will not be formally graded.
* Where there is no chance that the validity of a task will be compromised by an extension (e.g. IAs, a research task, an individual response to an assignment, planning for an essay)…
	+ If the student requires an extension (on an assignment that will be used to draw a summative inference), they should request one via a Google Form at least 48 hours prior to the deadline.
	+ If the reason for the request meets the conditions outlined above, the teacher should approve the request and allow the students up to 48 hours to submit the assignment.
	+ If the reason for the request does not meet the conditions outlined above, the student should submit what they have completed at that time.
	+ For repeated requests in the same class, the teacher should contact the parents via iSAMS email, copying in the Programme Coordinator. For multiple requests across subjects, the advisor should contact the parents, copying in the Programme Coordinator. The purpose of this contact is to agree ways to support the student in managing their time and meeting deadlines going forward.
	+ The achievement level awarded for late work cannot be lowered (example, you cannot drop a student from a 4 to a 3 for late submission of work), but it can impact the AtL level and a comment written in reports.
	+ Comments from the teacher on late work may be significantly briefer and could be verbal instead of written.
	+ Work submitted after an external IB DP or MYP deadline will be reported to the IB as “non submission”. At this point, the matter is out of the school’s hands.
* If no assessments have been submitted when a report is due, then an N/A should be reported for that reporting period; however, there should be evidence of emails and correspondence on iSAMS/Wellbeing Manager to all adult parties.
* Under no circumstances can external IB (DP and MYP) examinations be re-arranged no matter what the reason.
* Please note that a ‘0’ is only awarded when work is submitted and does not meet the standard described by any of the descriptors; a ‘0’ should not be awarded not awarded in any other circumstance.



### Group Assessments

* When teachers are organising groups, they should be formed in a way that supports student learning – see SEN notes compiled by Student Support Team.
* Teachers should be aware of how individual students contribute to group assessments; please ask for information from the SEN Department should you need to provide additional learning support.
* Teachers should assess each group member according to individual involvement and performance, and this should be made explicit at the beginning of the assessment. It is very important that the assessment be based on individually-measurable performance according to criteria shared at the beginning of the assessment. If the same assessment result will be given to all members of the group (e.g., the MYP Community Project) then controls need to be constructed so that each member is equally accountable for that result.
* Group work presents an ideal opportunity for peer and self-assessment.
* AtLs are at the forefront of group work tasks and should be explicitly taught in all activities predicated on collaboration.

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### Academic Student Support Provision

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### Please meet with the SEN Department for subject-specific provisions at each level/stage and for further detail. The SEN Department will inform teachers of the accommodations of the students in their class and the type of support that can be offered to that level of student.

**Adaptations**: Subject teachers, with support from the SEN Department, should create/design “adapted” assessment practices. Identified SEN students should be provided with specified *adaptations* during examinations and assessments.

Adaptations may include: alternative ways of presenting, simplified instructions, glossary of key terms, etc.

* Identified SEN students should be provided with specified *accommodations* during examinations and assessments. Accommodations may include: use of a laptop for word processing; additional time (typically 25%); rest periods; scribe; reader; communicator; prompter.

**Modifications**: Some students will require a modified programme and therefore modified assessment tasks to support individualised learning goals. Subject teachers, with support from the SEN Department, should create/design “modified” assessment practices when required.

For assessments that contribute to IB DP and IB MYP Certificate grades, ALL students must be assessed using the end-of-programme assessment criteria.

### Standardisation and Moderation of Assessment

Heads of Faculty and Programme Coordinators are responsible for ensuring that standardisation and moderation processes are followed.

#### Standardisation

* ***Standardisation:*** *The collaborative process by which a common standard of assessment is achieved among moderators or examiners.*
* Standardisation involves setting the standards for a task (e.g., creating a mark scheme, aligning expectations for the assessment task). This process should occur at the beginning of marking and include all members of a grade level (MYP) or subject level (DP) team.

#### Moderation

* ***Moderation:*** *A process to ensure that a common standard of assessment is achieved through review of samples of assessed student work and adjusting assessors' assessments where necessary.*
* Moderation should take place after all work has been marked by the teacher. Moderation involves the marking of a selected sample of three students’ responses to the same task from across the ability range. This is a collaborative process which should involve all teachers of a grade level or subject level team.
* The sample should be marked and annotated prior to the moderation meeting and the grades awarded by individual teachers discussed at the meeting.
* For IB DP IA moderation, all teachers of the same subject/level must participate in the moderation process.
* Once IB DP moderation of IA has taken place, students can no longer make amendments to their submissions.
* For moderation of the MYP Personal Project, the MYP Coordinator, Personal Project Coordinator and all supervisors must participate in this process.
* Moderation of assessments should occur before each reporting period to ensure that consistent grades are awarded by all members of the subject area.
* All final report grades, and DP PGs, should be moderated within faculties, to ensure consistency of best fit or DP calculations.

#### External Moderation of Projects and IAs

* The supervisors/subject teachers will be informed of both the IB MYP Personal Project moderation and the IB DP IA processes by the appropriate Programme Coordinators, who will supply a timeline and reminders.

### Awarding Criterion Levels

* Tasks must be designed to allow MYP or DP criteria to be applied. Points or percentages cannot be awarded.
* Each individual criterion level awarded for a task should be awarded as explained in each of the IB MYP and IB DP subject guides, using the best-fit concept outlined in [*From Principles to Practice*](https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf).
* Standardisation and moderation processes should confirm bets-fit judgements.

### Feedback Procedures

* For most tasks, students can expect written feedback within five lessons of submission. However, tasks that will be used for standardisation or moderation purposes may take longer to be returned to students. If feedback needs to take longer, the teacher will communicate this to the students.
* Teachers must discuss with parents/guardians immediately if the student attains a grade of 2 or less in a criterion (MYP) or component (DP). Please copy the relevant Programme Coordinator and record the communication on iSAMS/Wellbeing Manager.
* Feedback can be annotated on the student’s work and should be uploaded against the task on ManageBac. An overall comment, linked to the assessment criteria, should be included.
* Teacher-student dialogue should precede or accompany ManageBac feedback; the latter cannot be used instead of the former.

### Recording and Monitoring Grades

This section refers to all grades that affect a final outcome (e.g., Personal Project Predicted Grades, DP Predicted Grades).

* Teachers are responsible for keeping a comprehensive set of grades up to date in their ManageBac gradebook.
* Teachers should not release grades/feedback on ManageBac until they have had a chance to give general whole-class feedback and, where necessary, personalised feedback for those students who might be underachieving. Where there are multiple classes of the same subject in a grade, release should be coordinated.
* Subject areas should monitor assessment and track each student’s performance through subject department meetings when standardising work. In these meetings, there is an opportunity to discuss student achievement by criterion, as well as by task. This would include discussions about trends, anomalies, grades awarded for specific criteria, etc. This will be guided by the Programme Coordinator.
* As part of the monitoring of student progress, Heads of Faculty should monitor all report grades to facilitate discussions with the Programme Coordinators, continuing to keep updated records on iSAMS/Wellbeing Manager.

### Reporting

* A reporting schedule will be published at the beginning of the academic year with dates and deadlines for each reporting period.
* Student grades must be entered into the appropriate area on ManageBac by the date shown on the schedule.
* Oral progress reports, communicated via Parent-Student-Teacher Conferences, are considered an integral part of our reporting process.
* Teachers should share grades with their students before they are published and be prepared to discuss how the grades were arrived at if the student is unclear.
* Any grade of 3 or less for Overall Achievement must be communicated to the parent/guardian before the electronic publication of the reports.
* For students who have missed a significant proportion of the reporting period for any reason, overall grades are not expected to be given. However, teachers can allocate single criterion grades or an ATL skill level, if they feel they have sufficient evidence.
* The interim report in April (Grades 9-11) should be an indication of the level they are currently working at.
* If you think a student is not on track to pass your course (DP), this should be reflected already in this progress report and a comment made.

### Deciding on an MYP Final Grade for Reporting

* Each MYP criterion should be assessed at least twice over the year (if this is not possible, the subject department should consult with the MYP Coordinator). If a student has not met these minimum requirements, an Incomplete (INC) must be awarded. This must be communicated with the HoF and MYP Coordinator and parents should be informed before reports are issued.
* Where possible, grades should be awarded using a variety of assessment types.
* Grades for the individual criteria should reflect how the student has performed over the reporting period; it is not an average across all observations for that criterion.
* The Overall Achievement Grade is determined by summing the individual criteria grades (out of 8) for an overall grade (out of 7) using the IB MYP published grade boundaries.
* Mid-Year and Interim grades can only be arrived at from work set and marked in that period. The last report in June is a conclusion of all the work completed and marked that year.
* Students must be aware of any assessment that is intended for use in drawing summative inferences. An assessment that students were told would be used only for formative purposes must not subsequently be used summatively.

### Deciding on a DP Final Grade for Reporting & Predicted Grades

* Each course is graded on the IB 7-point scale and Theory of knowledge (ToK) and the Extended Essay (EE) are graded on the A-E scale
* The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. The highest score a candidate can achieve is 45 points.
* The failing conditions of the Diploma are set by the IBO and are as follows:
	+ CAS requirements have not been met.
	+ Candidate’s total points are fewer than 24.
	+ An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject.
	+ A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
	+ There is a grade 1 awarded in a subject/level.
	+ Grade 2 has been awarded three or more times (HL or SL).
	+ Grade 3 or below has been awarded four or more times (HL or SL).
	+ Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
	+ Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
* The core (ToK and EE) is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the Core points matrix.

### Deciding on a DP Grade for Reporting

* Throughout the 2-years of the DP, students will be assessed on the various components of the course (Internal and external assessments).
* Prior to the final examinations, students should have been assessed in each external component (Paper 1, 2 and 3) at least once during either Mid-Year/End-of-Year Assessment Week or the Mocks. Outside of Assessment Week, teachers should ensure they regularly assess students’ knowledge and skills of External assessments and Internal Assessments. Conditions and the marking and moderation of assessment used summatively should ensure academic honesty and robust, reliable marking practice.
* For non-exam subjects, students must be given frequent opportunities across the course to develop skills and have significant feedback on the development of artworks written.
* Grade Boundaries for each cohort and for each year (DP1 and DP2) will be agreed upon with the HoF and the Diploma Coordinator. It will be shared by the HoF at the beginning of the academic year. Teachers will use these Grade Boundaries for the entire academic year unless instructed differently. Grade boundaries should be shared with students at the beginning of the year.
* Teachers will be required to add their categories, weighting, and Grade boundaries to ManageBac.
* For DP1 grades, teachers should calculate their grades using assessments conducted in class and during Assessment Week. For each semester, there should be a minimum of 2 components (ie. Paper 1, Paper 2) assessed from any given course.
* The raw mark (number of marks reached by the student) used for the calculation should not be an average of the same component but should represent the best fit of all assessments used to measure the student’s attainment.
* The indicative grade for a report should be awarded against the designated overall Grade Boundaries.

### Deciding on a DP Predicted Grade for University

* In the first Term of DP2, teachers will be requested to submit a Predicted Grade to inform students and the HEC Team about university applications.
* This Predicted Grade should be based on all assessments undertaken by a student. If IAs are not complete by then, teachers should refer to assessments taken in class or to skill-based assessments taken to support the IA.
* The Predicted Grade should be calculated using all the components that have been assessed with weighing and the Grade Boundaries designated by the HoF for each cohort.
* The raw mark used for the calculation should not be an average of the same component but should represent the best-fit considering the student’s overall performance. This can be the best or the latest performance.
* Before awarding a Predicted Grade, teachers must check their subject Grade descriptor to confirm their predictions match the description.
* Upon release of Predicted Grades, students will be given time to appeal their grades. Students will need to fill in a Google Form to process this appeal. Appeals will only be accepted based on evidence of procedures not being followed (for example, the paper was not moderated) or an administrative error (such as adding up a paper's total marks). Teachers will be contacted by the DP Coordinator if a grade has been appealed.

**Deciding on a DP Final Predicted Grade for the IB**

* In March, teachers will be requested to submit a final Predicted Grade for the IB. This Grade should reflect the student’s performance and inform the IB of their probable achievement in the final examinations. This Grade should be calculated from assessments achieved by the students in Grade 12 and should include all components with the correct weighing and the Grade Boundaries designated for this specific cohort.
* Before awarding a Predicted Grade, teachers must check their subject Grade descriptor to confirm their predictions match the description.
* The IB Final Predicted Grade will not be shared with the students.

### DP Mock Examinations and Practice IAs – Mark Schemes and Grade Boundaries

* A clarification of the weighting of each component for the award of grades should be shared with the students prior to the exams.
* For IB DP practice exam papers and IAs, the grade boundaries from the relevant exam session, as published in the examiner's report for that year, should be used where possible unless instructed otherwise.

**REFERENCES & SUPPORTING DOCUMENTS**

*IB Programme Standards and Practices*

*MYP From Principles into Practice*

*DP From Principles into Practice*

*Middle Years Programme Assessment Procedures 2021*

Donarski, S (2020) *The researchED Guide to Assessment: An evidence-informed guide for teachers.* London: John Catt Educational Ltd.

Hattie, J. and Timperley, H. (2007)‘The Power of Feedback’, *Review of Educational Research*. 77(1), pp. 81–112

Nuthall, G. (2007) *The hidden lives of learners.* Wellington: NZCER Press.