



International  
School of Panama

# ISP HIGH SCHOOL ASSESSMENT POLICY

## EXECUTIVE SUMMARY

At its heart the ISP High School believes that a grade should represent a student's ability to demonstrate what they know and be a consistent measurement of the student's ability to meet and/or exceed the standards set by the school. To that end, the High School Assessment Policy balances two things: Progress and Growth. We allow for a student to show growth along a semester or year, while also insisting that the overall progress of the class not be affected. An ISP High School student will be allowed, at teacher discretion, to reassess work that doesn't meet the standard. Students who do not attempt the standard will be given an incomplete for that assessment due to lack of evidence, and if enough incompletes are accumulated the student will be given an incomplete for the course. We recognize that a one size fits all model does not meet the needs of our diverse learning population and as we mandate teachers to differentiate in their delivery of instruction and individual assessment, we also clearly lay out in this policy how we expect the overall assessment policy to reflect that students learn at their own pace and are able to demonstrate what they know in different ways.

Some work was done by a K-12 Assessment Policy group based on the objectives laid out in the ISP Strategic Plan to move to Standards Based Grading and Reporting. This document is a bridge between current practices and future ones. Items marked with a yellow or brown highlighter are still in process, items marked with a blue highlighter are agreed upon but not able to be currently implemented due to infrastructure.<sup>1</sup>

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<sup>1</sup> Key RELEVANT Recommendations from K-12 Assessment Policy group

# I. Why?

## A. To improve student learning

The point of assessment is for students to demonstrate what it is that they have learned and to combine the various threads of understanding into a comprehensive finished project. Learning still occurs through the process of completing the assessment. At every point in the process we are expecting the student to have that “aha!” moment, including as they complete a summative task.

## B. To inform teaching

From another perspective, reliable and consistent assessment methods allow parents, administration and the teaching faculty to evaluate the overall progress of the school as an educational institution and benchmark the achievement of strategic plan goals.

## C. To provide data about student achievement

Finally, assessment should promote motivation and confidence in the students who can reflect on and self-assess their own progress. We assess (deep learning) skills, understanding, knowledge, the ability to apply knowledge, and growth in order to provide feedback and motivate students for improvement and growth and to diagnose where additional or different teaching is needed through a variety of purpose driven formative and summative assessments.

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1. ISP should transition to a standards based system that reports academic performance against pre-determined outcomes on a four-point scale, not a percentage.
  2. ISP should assess both learning habits (i.e. on-time work submission) and academic performance separately. Learning habits should not be factored into final academic performance/grades.
  3. Academic performance at the end of course(s) should still receive a letter grade. Final performance on the four-point scale can be converted to a letter grade.
  4. ISP should not change the nature of transcripts that report performance to external bodies (i.e. MEDUCA, transfer schools, universities).

## II. What and When

### Academic Factors - Definitions

#### **Formative (0% of the grade) -**

What one would consider practice or pre-assessment work. It is designed to practice a skill or reinforce work learned in class. It can also be introductory material such as a reading or flipped classroom work. Formative work should have feedback, but not be graded. Behavior (organizational skills/self-management) should not be graded. Includes work assigned in class and via Canvas that is to be completed outside class and expected to take no more than 30-45 mins per occurrence. It is work that is done to reinforce material taught in class, prepare for the next class, or complete a task that was started in class and wasn't finished. Homework should be differentiated (defined in Section F) and there should be an awareness of age levels and time commitment. Failure to complete Formative work will result in a detention assigned by the teacher.

#### **Diagnostic (20%)**

This is a mid-level assignment, after a skill or section has been taught, practiced, and possibly re-taught. This would be a quiz, writing assignment, oral defense, or collaborative group project. It is intended to evaluate the students' progress understanding and applying the new concepts and skills. Failure to complete this will result in a score of 20%

#### **Summative (80%)**

A unit test, major paper, lab, oral exam, commentary, or other assessment which was the ultimate goal of the unit and from which all planning and backwards design started. This answers or attempts to answer the "Essential Question" or demonstrate the "Enduring Understandings". Failure to complete this will result in an incomplete for the assessment which may result in an incomplete for the course, if it is in the judgement of the teacher that insufficient evidence of student learning of the key standards has occurred.

### **Non- Academic Factors & Soft Skills**

Soft skills (Behaviors) should be assessed regularly, separately, documented according to a set criteria or standards, and celebrated. The learning habits (behaviors) should not be factored into final academic performance/grade.

NOTE: Soft Skills will be discussed as high school faculty. That discussion will form the basis of this section.

## Faculty Considerations

### a. Protected Times

It is the philosophy of the school that students need a vacation as well. Therefore, no major summative assignments (tests, papers, projects) should be due on the first two days following an extended break (Fiestas Patrias, Carnivale, Spring Break etc). There are three exceptions to this:

- a. If the work was assigned far enough in advance that it could have reasonably been completed before the break;
- b. Readings and other "current event" type assignments designed to keep students in academic practice. Final drafts of essays that have been revised already are also an example;
- c. **IB Teachers** Due to external deadlines and the nature of the courses this may not be possible, especially in the Second Semester of Year 2.

### b. 2 Week Advance Announcement

Posting or announcing summative assessments should occur on Canvas (AND IN CLASS) at least two weeks in advance of the assessment due date.

### c. Limit on Summatives

Students may, at times, be taking up to 8 content area classes. In order to manage the stress and allow for students to truly demonstrate what they know, ISP has adopted a limit of no more than 2 summatives on a given day. Since summatives are announced 2 weeks in advance this should be easy enough to avoid.

### d. No Zeroes

As per Panamanian law, students may not be assigned a zero. Zeroes can be used as temporary placeholders to indicate a missing assignment. However, behavioral consequences will be assigned instead of academic penalties. If a student does not submit required summative work, an incomplete can be assigned for the course due to the absence of evidence of learning.

### **e. IB Mocks as Semestrals**

Seniors in Year 2 classes will sit IB Mock Exams in March. Those exams will count as the Semestral Exam for all students, regardless of Diploma status based on the following matrix:

HL Diploma or Certificate Student - Sits maximum amount of mocks (Usually 3 papers)

SL Diploma or Certificate Student – Sits the next appropriate level of mocks (Usually 2 papers)

Non Certificate Student – Sits the minimum level of mocks (Usually 1 paper)

At the start of the IB Exam period, non IB Diploma or Certificate students will be required to sit a summative semester style exam or paper during the IB Exam time.

### **f. Incompletes**

Certain key components of a class must be completed in order for a student to earn credit. This varies by department. If a student does not meet these minimum requirements (semester exam, major projects etc) they will receive an incomplete for the class until they resolve the incomplete.

If a student misses a deadline for a summative assessment they may not submit it and it will be entered as an incomplete and communicated to parents and administration. In extenuating circumstances, a student who is unable to complete the summative on time, may be allowed a chance to submit.

It is an option for a teacher to require that students earn the right to submit the summative by completing the formative work.

## **III. How**

### **A. Standards and Benchmarks**

#### **a. UBD (Understanding by Design)**

All planning should be done with the assessment in mind. Teachers should clearly articulate what the Essential Questions and Enduring Understandings (AKA Transfer Skills/Goals) are for each unit. Students should be aware what the summative assessment is and what they are working towards demonstrating. These should all be documented in the unit planners.

### **b. ATIs (Approaches to Learning)-.**

As an IB world school, ISP teachers also choose at least one skill that they will explicitly teach over the unit's course. Skill categories are Thinking, Social, Communication, Self-Management, and Research. These are documented in the Unit Planners.

### **c. Each department has adopted its own set of standards.**

Documentation of units and standards can be found in the ISP Database. These are vertically articulated 6-12.

## **B. Evidence of Student Learning**

We assess skills, understanding, knowledge, the ability to apply knowledge, and growth in order to provide feedback and motivate students for improvement and growth and to diagnose where additional or different teaching is needed through a variety of purpose driven formative and summative assessments.

Through the Formative Assessment the teacher and student receive a detailed feedback on the knowledge, skills, and understanding that students should develop rather than an accurate measure of the student's level of achievement. Examples of formative assessments: direct interaction between teacher and student, exit tickets, concept maps, hand signals, etc. The teacher should design the formative assessments at the right level of challenge for the student and keep adjusting their level as the student progresses.

The Diagnostic Assessment has the ability to provide evidence of student's progress at tasks or skills already taught and where mastery is expected. It provides a check in point to see if some reteaching may be needed or extra tutoring for some students.

The Summative assessment is intended to accurately measure the student's achievement as well as an accountability mechanism to evaluate the students' learning versus set standards.- (Source: "Diploma Program Assessment - Principles and Practices")

A student will be provided varied opportunities to demonstrate their learning progress in multiple ways. (See Differentiation [section](#)). This evidence is the sole basis for the grade. If there is insufficient evidence the student will be assigned an incomplete. (see Incomplete [section](#))

## **C. Rubrics & Feedback**

Feedback ( oral or written) is essential for student learning, growth, and reflection. Feedback can take the form of written comments, audio comments, or through well developed electronic and paper rubrics. Feedback on formative assessments should be provided rapidly. Feedback on diagnostic and summative assessments must be given no more than 2 weeks after the work was submitted, or earlier.

IB level assessments should be assessed using IB markschemes and rubrics. In cases where teachers give common assessments, the rubrics should be identical as well.

It is appropriate, when marking, to inform students they will only be assessed on one aspect of the rubric. This can also be done through our on-line learning platform.

## **D. Percentages to make up the Semester Grade**

In the case of core academic courses the semester grade is made up of 80% coursework and 20% Semester Exam. In determining the coursework grade, teachers should weight summatives as 80% and diagnostics as 20%. This will change when standards based grading is adopted.

## **E. Deciding what counts towards the Semester Grade**

### **a. Central Tendency**

Student grades should reflect the evidence that they are able to demonstrate mastery of the standard. Students make progress throughout a term and if they have sufficiently demonstrated their knowledge of a skill or key content area then their grade should reflect the evidence of that demonstration. Averaging over the course of semester is not considered good practice if there is an observable trend. In the case of courses where different units are taught and there is no overlap, then each unit should be treated separately and a final grade is determined with reference to a grade descriptor. ISP emphasizes a growth mindset and that students will progress. At the time of reporting a student's progress will be documented in a way that best represents their overall performance.

## **b. Norm vs Criterion Referenced**

Students have the right to be assessed against a criterion and not against their peers. In the case of classes where there may be a decision as to “best” or “most” or “first place”, that should not be used as an assessment criteria.

## **c. Reassessment**

### **i. Failure of a Class/Recuperation**

Students earning a failing grade for the semester are allowed to attempt to “recuperate” (do extra work and re-sit the final) according to MEDUCA. The Assistant Principal should be notified prior to the beginning of exams about any students in danger of failing for the semester.

Students requiring recuperation will be required to set up a recuperation contract with the school, and teachers may assign work that demonstrates that the student has met the minimum requirements for the course. The recuperation contract is at the discretion of the teacher, but must be filed with the Assistant Principal. Students are limited to three recuperation attempts each spaced 2 weeks apart

Students who recuperate a course may earn a maximum of 60 points, or a D-. The teacher is responsible for submitting the grade change form to the Assistant Principal. Grade Change Form is located in ISP All SHARE -> HS -> Teacher Forms

### **ii. Failure of an individual assignment or dissatisfaction with a passing grade**

#### **a. The LOMP**

Students will follow the Learning Outcome Moderation Protocol (LOMP).

Student must bring 3 pieces of evidence that link to the rubric to convince the teacher that a reassessment is eligible

The Teacher may choose to accept or reject the evidence and change the grade on the spot or offer a new assessment.

The LOMP Database will keep track of students who apply for reassessment.

#### **b. Eligibility**

This option is available at teacher discretion and is the exception rather than the rule. Only in class Summative assessments that have been done in earnest and proven to be done by the student are eligible. It is also not available in the last 2 weeks of the

semester due to timelines. Finally, some assessments may not be eligible simply due to space availability, financial cost or timing.

### **c. Prerequisites/Conditions**

Students must complete an additional task such as a graphic organizer or other work to show understanding of the concept in advance. The reassessment task must be different than the original.

### **d. Process and timelines**

If a student initiates the request, the timeline is 5 days from the return of the original feedback. Teachers may modify this due to extenuating circumstances. A database will be kept of student requests and results and be available to all teachers.

### **e. Work not submitted at all**

If a student misses a deadline for a summative or diagnostic assessment they may not submit it and it will be entered as an incomplete and communicated to parents and administration. In extenuating circumstances, a student who is unable to complete the summative on time, may be allowed a chance to submit.

### **f. Teacher directed LOMP**

If a teacher decides to initiate the LOMP then the timelines will be set by the teacher and it will not be entered into the database

## **F. Differentiation**

Assessments should be differentiated for ability levels and there should be an awareness of age levels and time commitment.

### **a. Accommodations vs Modifications**

Students with identified learning needs or gaps in language acquisition are evaluated externally and then outfitted with a Student Learning Plan (SLP). The SLP may call for :

1. Accommodations: Aspects of the educational delivery and assessment that need to be changed to accommodate a student need such as extended time, verbal directions, preferential seating or alternate settings for exams.
2. Modifications: Aspects of the assessment and curriculum that are modified in such a way that a student receives a different learning experience. This would include reduced material to cover, reduced number of questions or length, and in some cases, elimination of course requirements.

### **b.. Differentiation of methods to demonstrate mastery**

Students on SLPs may have requirements that alter the ways they can demonstrate mastery. This option may also be offered to students without SLPs at teacher discretion. Oral testing as opposed to written, reduction in the percentage or frequency correct, or extension of time are potential examples. In these cases it should be noted that a student has met or exceeded a modified standard.

### **b. Differentiation in instruction**

Students have different learning needs across the spectrum and teachers should be aware of all of the different ways students learn. "Differentiation does NOT mean creating individualized learning for all our students. Rather, it means finding opportunities to offer different pathways to learning so that we can accommodate the diverse ability levels in our classrooms. " (Lewin). When the assessment data reveals that students are not able to demonstrate adequate evidence of learning then the instructional methods need to be altered to meet the students needs.

## **G. Special Needs and Learning Support**

Students with identified learning needs may receive modified internal assessments as outlined by their Student Learning Plan or SLP. ISP is a fully inclusive environment and works to ensure that all students access the regular curriculum. Learning Support teachers coordinate with classroom teachers to support implementation of any required modifications or accommodations. This is also true for students receiving English Language Support. IB Students with documented special educational needs receive appropriate accommodations on external assessments.

## **H.Common Assessments & Moderation**

### **a., Collaboration**

Teachers sharing multiple sections of the same course are expected to agree on regular, common planning time which is built into the schedule. Teachers should strive for common assessments in these courses, are required to moderate each other's grading. Samples for moderation should include a high, medium, and low example. Classes with multiple sections taught by multiple teachers should strive for consistency while allowing for each teacher's individual style and creativity and passions. However, the classes should not be so radically different that a student could not transfer easily

between the two. Sequencing, pacing, and assessments should still be aligned. Moderation is also an IB requirement for all Internal Assessments.

## **I. Command Terms**

At every grade level, IB course specific command terms should be used on assessments when applicable. Students should be explicitly taught what the command terms are for that course/group and should have much familiarity with them.

## **J. Reporting**

### **a. Standards Based Reporting**

ISP is adopting Standards Based Reporting at all levels in a phased in process. The elementary school will begin in August of 2018, with the Middle School starting in August of 2019, with the High School expected adoption to begin in August of 2021. However, teachers are required to use the IB Grade descriptors when assigning predicted grades for juniors and seniors. They are also encouraged to align their summative grades with these external grade descriptors based on the evidence the student has demonstrated. Conversion tables will be published to help teachers be more accurate in their alignment. The purpose of our Standards Based Report Card (SBRC) is to communicate what students know and are able to do relative to what has been taught during the corresponding reporting period.

### **b. Times**

#### **i. Reporting on progress**

In order to keep students and parents fully informed about student progress, teachers update grade books on Canvas regularly. Grades should be updated a minimum of once every 3 weeks. Students and parents are meant to monitor these updates on Canvas for each subject, and contact teachers with questions. For students who are struggling and/or not meeting grade level standards, teachers will contact parents for follow-up measures. Teachers will outline any reasons for poor performance, and offer suggestions for improvement on the student's Canvas page.

#### **ii. Report Cards**

Report cards are distributed TWO times each year. They are sent electronically and the official report card is given as a hard copy. Mid-semester progress reports are distributed/posted half-way through the first semester and half-way through the second semester.

## **K. Use of the Data**

Student assessment data is collected in a variety of ways; internally by classroom teachers, collectively on grade level teams, and school wide through the use of external exams like MAP, SAT, and IB. Teachers are provided this data and meet collaboratively to reflect on assessments and teaching practices. Trends that show overall lack of student progress must be addressed.

## **L. Reflection**

Students and teachers both have a need for reflection. Students must be provided the opportunity to reflect on their academic growth. Each unit plan contains a space for teachers to reflect on their assessments and teaching,

## **IV. Academic Integrity**

Statement of Belief

The ISP High School believes that students should be given every opportunity to demonstrate their knowledge in authentic and relevant assignments. Implicit in this is the idea that each student's work must be their own and that others' ideas must be given credit. Academic Integrity is the key to building a culture of innovation, exploration, and understanding.

Philosophy and Recognition of Original and Unique Ideas at ISP

The culture of learning and exploration deserves rewards as well. When students and teachers see that there is value in original and unique thought it creates a climate of intellectual curiosity and exploration. ISP should publicly recognize community members who clearly and verifiably arrive at their own conclusions or create new and original contributions to the intellectual climate.

Recommended Behaviors for Students

- Rights and Responsibilities of Students
  - o Students have the responsibility to show academic honesty and integrity.
  - o Students have a responsibility to report any academically dishonest behavior.
  - o The reporter has the right to confidentiality when reporting an Honesty Policy infraction.
  - o All students have the right to defend themselves if accused of dishonest behavior.
  - o Students can make use of the Turnitin.com self-report before making any final submissions.

- o Students should be aware of the definitions and consequences for academic dishonesty.
- o Students using Academic Tutors must follow the guidelines of the Tutor Policy.
- Expectations of Students
  - o Students should exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and develop high standards of personal honesty and integrity.

#### Academic Dishonesty: ISP Definitions

- Theft: the act of stealing; unfair appropriation of others' physical/intellectual property
- Cheating: Using unauthorized material that gives an unfair advantage over other students in a testing or other assessment situation
- Malpractice: student behavior that unfairly advantages or disadvantages them or another student

#### Academic Dishonesty: IB Definitions

In addition to the generally recognized forms of academic malpractice like theft and cheating, the IB Organization provides the following specific definitions:

- Plagiarism: this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- Collusion: this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or DP core requirements

Plagiarized assessments should still be handed in and treated as a discipline matter. Students will be given another opportunity to demonstrate their knowledge on an alternative assessment and there will be no grade penalty. Cheating or copying will be dealt with as disciplinary issues and the reassessment decision will be based on the logistics of the infraction.

## V. Academic Probation

Enrollment in the HS program at ISP is contingent on the student achieving a minimum 2.0 unweighted GPA by the end of each semester, while exhibiting acceptable conduct as described in the Student Handbook. Students who do not achieve the minimum average will be placed on Academic Probation, and may not be offered a chance to re-enroll in the school if minimum requirements are not met. Students who

earn two or more grades of D or less, will automatically be placed on Academic Probation. A student with more than 5 absences per class may also be placed on Academic Probation. (school trips, AASCA and other sports events, official college tours, family emergencies, and significant medical events usually do not apply here).

### **a. Consequences**

There are two levels of Academic Probation which will be decided by the Principal. A student on Academic Probation Level One will create a SMART plan with their advisor that will be shared with their counselor, the Assistant Principal, and Learning Support (if needed). That plan will be regularly reviewed by the advisor and student. There may be a required parent meeting as part of that plan.

A student on Academic Probation Level Two will create a SMART plan and may also be restricted from after school activities, sports, non-required travel, and/or parking/senior privileges. There will be a required parent meeting and the student will be placed on a weekly monitor status with the Assistant Principal.

Failure to meet probation requirements may restrict re-enrollment. In all cases ISP reserves the right to determine the students' eligibility to continue to study at the school. Any student on Academic Probation in any two consecutive years may not be allowed to enroll for the following school year.

### **b. Moving Forward**

Probationary status will be lifted when the student achieves the minimum grade point average of 2.0 at progress report time. The same opportunity applies if attendance has improved.

Students who have been admitted on a probationary basis may immediately surrender their chance to remain enrolled if placed on Academic Probation. According to the rules of the IB, a senior may lose the right to sit IB Exams if they are on Academic Probation.

## **VI. Theoretical Underpinnings**

This document was based on the writings and work of Rick Wormeli, Thomas Gusky, Alfie Kohn, Doug Reeves, Carol Ann Tomlinson, and Rob Marzano, among others.

## VII. The IB

### A. Specific IB related Criteria

#### i. The IBDP Assessment Criteria (from *IB Assessment Principles and Practice*)

The IBDP uses criterion-related norms to mark student work. This means that student work is marked against a pre-determined set of standards for the summative assessments. These criteria are public and shared with students ahead of the assessment with discussion to ensure each student understands what is needed to reach the highest level of achievement.

Each IB course has several summative assessments that make up the final mark for the course. The majority of the summative assessments are external and include both work completed during the course and the examinations at the end of the course. All externally assessed work is sent to an external examiner, independent of the school, and marked. These assessments include: Written assignments/tasks in the languages, TOK prescribed essays, Extended Essays, Visual Arts portfolios, and all the written exams. Each course also has some form of internally assessed summative assessments, meaning the work is completed with the guidance of the teacher, marked by the teacher, and then moderated by an outside examiner. Each individual subject guide explains the assessment procedures and contains the assessment criteria for each assessment. For courses where there are more than one instructor, it is imperative that the assessment of student work is standardized between/among the instructors. When formal assessments are completed by students, the teachers of that course will meet and standardize their marking. This process can vary according to the task, but a discussion of how and why marks are awarded must be had, with a consensus of agreement of the final marks.

#### ii. Recording and Reporting DP assessment:

For each formal assessment, teachers input final scores (or predicted scores in the case of external assessments) on a Google spreadsheet. This is public to the IB teachers, counselors, principals and IB Coordinator. These scores can be used by the counselors and coordinator to give information to parents and students regarding progress, but it is the policy of ISP not to release individual scores, but rather a range in terms of final predicted scores.

The final IBDP results are recorded onto spreadsheets for data analysis and reporting in various forms to teachers, students, and the Board of Directors. The statistical results provided by the IB are shared publicly to the Board, and on-going analysis of results are used to set goals and make adjustments to the program at large.

### iii. Frequency of formative and summative assessments:

In general, it is the practice of individual subject teachers to determine how many formative assessments are needed for their courses. It is the expectation of the school that outside of school-mandated formal assessments (Semester exams, Final exams, and Mock exams), teachers give summative assessments 4-6 times a semester. Teachers will offer summative assessments of a unit of study that may serve the purpose of assessing what a student has learned, and may also mimic an IB formal assessment, and thus, function as a formative assessment. For example, the mock exams (second semester of year two) serve as a summative assessment for the ISP course, but as a formative assessment to provide feedback on the students' strengths and areas for considered improvement prior to the IB final examinations. It is school policy that students be given a minimum of 48 hours to complete any formative assessment and at least one week's notice prior to a summative assessment, with no more than 2 summative assessments in one day in set exam form. All summative assessments shall be criterion-referenced with clear rubrics shared prior to the assessment itself.

### iv. IBDP assessments combined with National Requirements:

The Panamanian diploma and the IB Diploma programs have very little overlap. As a school, we do not report grades as 1-7, but rather, in the mandated letter-grade format. Indeed, the ISP grade is made up of more than just IB assessments, however, there is a general correlation between IB predicted marks and ISP grades. There is no formal scale of conversion at this time, and the Panamanian mark scheme does not allow for grades lower than 20%, so an informal mark conversion is as follows, and may vary according to individual subject areas and the grade descriptors:

Percent	Letter Grade	IB Score	Descriptors
100-98	A+	7	Excellent, insightful, comprehensive
97-93	A	7	Excellent, insightful, comprehensive
92-90	A-	7-6	Insightful, comprehensive, thorough
89-87	B+	7-6	Insightful, comprehensive, thorough
86-83	B	6	Very good, detailed, broad understanding

82-80	B-	6-5	Very good, detailed, broad understanding
79-77	C+	5	Good, sound, reasonable
76-73	C	5	Good, sound, reasonable
72-70	C-	5-4	Good, sound, reasonable
69-67	D+	4	Adequate, reasonable, secure
66-63	D	4	Adequate, reasonable, secure
62-60	D-	4-3	Adequate, reasonable, secure
59-50	F	3	Some understanding, basic, sometimes appropriate
49-40	F	3-2	Some understanding, basic, sometimes appropriate
39-30	F	2	Superficial, limited
29-20	F	2-1	Rudimentary, little understanding

The only course that overlaps the two programs is Theory of Knowledge, and it is taught and assessed according to the IB standards and marking. The students must achieve a passing letter grade in order to have it count towards the Panamanian diploma.

## VIII. Future steps

- a. Data teams

- b. Overhaul of LMS and grade reporting systems
- c. Curricular Review Cycles
- d. Vertically and Horizontally Grade Appropriate Rubrics
- e. Review of finals as an ungraded but required assessment

## **IX. External Assessments**

External Assessments are central to teaching and learning at ISP. The following standardized assessments are administered: MAP, Explore, PSAT, SAT, ACT, and IB Exams. Results are communicated to parents and examined by staff to inform classroom instruction as well as continuous improvement. Externally benchmarked assessments provide the ISP community an opportunity to measure student achievement and growth against internationally recognized standards. Results are analyzed and reported twice a year and used for the purposes of program evaluation.

### **a. Currently Offered**

- i. AVANT
- ii. WIDA
- iii. PSAT
- iv. SAT
- v. MAP
- vi. IB

### **b. Future**

- i. Grit measurement