



BISS Gausel Assessment Policy



**BRITISH
INTERNATIONAL
SCHOOLS**
OF STAVANGER

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The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural 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.

BISS Mission Statement

At the British International Schools of Stavanger, we take our responsibility to prepare children for life in the 21st century seriously. The acquisition of fundamental values lies at the heart of everything we do, and all areas of the curriculum are a vehicle for underpinning these values.

Policy Statement

This assessment policy is a constantly evolving document written in collaboration with the senior leadership team and teaching staff and is available to our school community. It reflects our philosophy that we regard all students as being unique and take pride in working closely with every child, nurturing individual strengths and talents. As an organisation we are committed to personalising our curriculum so that individual learning styles are acknowledged. Assisting every student to achieve their maximum potential is our goal. We are committed to providing a high quality, challenging, international education for all.

The Purpose of Assessment - Why Do We Assess?

- To guide teachers with planning and delivery so learning is supported and enhanced
- To determine what students, know and can do in order to decide next steps
- Provides data to facilitate feedback to students, parents, governors and teachers
- Diagnoses development for every student in every area of learning
- To determine where there are learning difficulties so teachers can adjust teaching and programs accordingly
- Monitors achievement during the school year/phase
- Checks teaching objectives against learning outcomes
- Acts as a feedback mechanism for curriculum development
- Motivates both learners and teachers through success in achievement



'Creating role models for the future'



HOW WE ASSESS - WHAT TYPES OF ASSESSMENT DO WE USE?

Pre-assessment

Pre-assessment: a way to determine what students know about a topic before it is taught. It is used regularly in all curricular areas.

- To make instructional decisions about student strengths and needs
- To determine flexible grouping patterns
- To determine which students are ready for advance instruction

Formative Assessment

This is frequent and regular assessment where both teachers and students can find out what learners already know and can do and use this information to plan the next stage in learning. Formative assessment promotes learning by providing feedback; students can improve, recognize criteria for success and become reflective learners.

What does it look like in the classroom?

- Students assessing own learning as well as work produced by their peers
- Using clear rubrics Keeping anecdotal records and observations
- Marking comments indicate whether the learning intention has been met and engages student in 'next steps' which extends learning
- Verbal feedback and targets (teacher-student & parent-student)
- Collecting evidence of students' work or performance in their online portfolio (SeeSaw/Managebac)
- Documenting progress of year groups/phases
- Keeping records of test/tasks results

Summative Assessment

This is the culmination of the teaching and learning process and gives students the opportunities to demonstrate what has been learned.

- It measures understanding of a concept or central idea
- It can be more formal and produces standardized results
- It is used to improve the teaching and learning process
- The data is used for tracking and target setting and measures progress and achievement over time
- It helps with diagnosing where individual support may be needed

What does it look like in the PYP Classroom?

- Rubrics and check-lists with set criteria. Used to determine understanding of a unit's central idea and lines of inquiry or subject specific concept
- PYP 6 exhibition
- Standardized test under formal conditions once a year (GL TESTS English and Maths)
- Performance tasks demonstrating what a student knows and/or can do. Accompanied by a rubric specific skills and/or ability are assessed

What Does it Look Like in the MYP Classroom?

Summative assessment happens during or at the end of a distinct period of teaching and learning process and is planned for in advance. Students are presented with opportunities to show their understanding in authentic contexts and/or unfamiliar situations and to apply it in new and flexible ways.

- Takes place during or at the end of a unit
- Gives a clear insight into students developed understanding of the key concept explored over the course of the unit.
- Assess the students' knowledge and skills acquired during the unit.
- Ideally, prompts students towards action.

In addition, the MYP uses specific:

- General grade descriptors and grade conversion table (see below)

Grade 1: Very Poor	Minimal achievement in terms of the objectives.
Grade 2: Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 3: Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 4: Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5: Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6: Very Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7: Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

- Assessment criteria

Language and Literature (English and Norwegian)		
Criterion A	Analysing	Max 8 marks
Criterion B	Organising	Max 8 marks
Criterion C	Producing Text	Max 8 marks
Criterion D	Using Language	Max 8 marks

Language Acquisition (German and Norwegian)		
Criterion A	Comprehending spoken and visual text	Max 8 marks
Criterion B	Comprehending written and visual text	Max 8 marks
Criterion C	Communicating in response to spoken, written and visual text	Max 8 marks
Criterion D	Using language	Max 8 marks

Mathematics		
Criterion A	Knowing and understanding	Max 8 marks
Criterion B	Investigating patterns	Max 8 marks
Criterion C	Communicating	Max 8 marks
Criterion D	Applying mathematics in real-life contexts	Max 8 marks

Science		
Criterion A	Knowing and understanding	Max 8 marks
Criterion B	Inquiring and designing	Max 8 marks
Criterion C	Processing and evaluating	Max 8 marks
Criterion D	Reflecting on the impacts of science	Max 8 marks

Individuals and Societies		
Criterion A	Knowing and Understanding	Max 8 marks
Criterion B	Investigating	Max 8 marks
Criterion C	Communicating	Max 8 marks
Criterion D	Thinking Critically	Max 8 marks

Design		
Criterion A	Inquiring and analysing	Max 8 marks
Criterion B	Developing ideas	Max 8 marks
Criterion C	Creating the solution	Max 8 marks
Criterion D	Evaluating	Max 8 marks

Arts		
Criterion A	Knowing and understanding	Max 8 marks
Criterion B	Developing skills	Max 8 marks
Criterion C	Thinking creatively	Max 8 marks
Criterion D	Responding	Max 8 marks

Physical and Health Education		
Criterion A	Knowing and understanding	Max 8 marks
Criterion B	Planning for performance	Max 8 marks
Criterion C	Applying and performing	Max 8 marks
Criterion D	Reflecting and improving performance	Max 8 marks

Projects (Community Project and Personal Project)		
Criterion A	Analysing	Max 8 marks
Criterion B	Organising	Max 8 marks
Criterion C	Producing Text	Max 8 marks
Criterion D	Using Language	Max 8 marks

Interdisciplinary Learning		
Criterion A	Disciplinary Grounding	Max 8 marks
Criterion B	Synthesizing	Max 8 marks
Criterion C	Communicating	Max 8 marks
Criterion D	Reflecting	Max 8 marks

Projects in the MYP

Schools offering an MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in both the community project and the personal project. The community project and the personal project are known together as MYP projects.

In MYP 3 the community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

In MYP 5 the personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners. (IBO Projects Guide 2014)

Use of MYP Assessment Criteria

In all assessed work, subject teachers align the various strands of the subject's objectives with the descriptors of each achievement level.

For years 4 and 5 of the MYP, the published criteria and levels of achievement descriptors are used for all assessments. These descriptors are modified to be developmentally appropriate for younger students. In MYP 2 and 3, the interim objectives for year 3 are used as a guide for modifications. In MYP 1 the interim objectives for year 1 are used as a guide for modifications.

Subject teachers and the MYP coordinator are responsible for ensuring modified assessment criteria reflect the current subject guide.

eAssessment

eAssessments take place at the end of MYP 5 and final grades are recorded on the MYP certificate.

Through eAssessment, students will enjoy a richer experience during their final years of MYP study, as their teachers will have access to a greater range of contemporary stimulus material and media content for questioning and discussion.

Using technology and the focusing on deeper levels of understanding, the examination process will be an engaging, positive experience for students, while ePortfolios provide a stimulating and structured final unit of study. eAssessment will therefore be an appropriate and natural culmination of a student's time in the Middle Years Programme (MYP) eAssessment will provide a rigorous and standardized summative assessment to motivate teaching and learning. (lbo.org 2019)

The following analytical assessment tools are used as and when required.

In the MYP & PYP

- Nasjonale prøver
- Kartleggingsprøver (UDIR)

Diagnostic – This is a form of assessment where parents/teachers identify and address ways in which a student's learning needs can be enhanced enabling access to the curriculum in full. See also SEN/EAL/G&T policies.

Written notice to students (MYP)

At the commencement of any new unit of work, teachers will make public the assessment tasks of the units they are teaching. This is done by making the following information available on ManageBac:

- The unit's approximate time in weeks
- The SOI focus and Unit Question
- An indication of the form of summative assessment
- The MYP Assessment criteria used
- Links to any additional resources and task sheets (once tasks have been set)

For each assessment task set, notification (either in writing or via ManageBac) will include the following features:

- Indication of task content and conceptual understandings
- Form of the task, e.g. an essay, report, power point presentation, podcasts, sound file, etc
- The MYP Criteria to be assessed
- An assessment rubric, including generic descriptors and task-specific clarifications
- Duration of the task's due date
- The recommended time for this notification is one week.

Submission of assessment activities

It is the decision of the teacher setting an assessment activity how work should be submitted.

Submission of work either electronically or in hard copy must be made clear in the Assessment coversheet and notification form. Students are always strongly advised to save their work in both hard and soft copies as they progress through their tasks. Computer and other technical difficulties will not be accepted as a reason for lateness.

When oral presentations are to be assessed over longer periods students may be required to submit a copy of their transcripts, a soft copy of the presentation or notes on the day oral presentations are to commence.

Absences and Assessments

Students who feel that they may need an extension on an assessment task date should indicate this to their teacher in as far advance as possible and work with their teacher to agree upon an absolute extended deadline. Unless the circumstances are exceptional, students will not be granted extensions or the opportunity to re-sit assessments because of family holidays. The completion of tasks may be waived and student achievement on the relevant criterion will be estimated, based upon other evidence. 24 hours or less notification will not be accepted.

If a student is absent for an in-class assessment task, or the day a hand-in task is due, it is the responsibility of the student and their family to provide written evidence of illness. A signed letter, email, or text from a parent and/or a medical certificate) must be presented to the school office upon the student's return to school.

If appropriate, arrangements will be made for an alternative completion date or task. The school operates a late submissions club twice a week during the lunchtime play session. If students have missed assessment deadlines or have been out of school due to illness or other reasons, they will be required to attend the late submissions club to complete outstanding assessments.

Academic Integrity Declaration

At the start of each academic year, students are required to sign a code of conduct, which includes a declaration of academic integrity; that all work they submit will be their own. All work handed in by a student will be expected to be aligned with the BISS MYP Academic Integrity Policy.

Storage of Assessed Work and Recording of Assessment Data

Teachers store assessment data on ManageBac, which can be accessed by other teachers and the MYP coordinator. Teachers and students should be able to access these at request i.e. parent/teacher conferences.

Consequences for late and Non-Submission of Hand-in-Tasks

One of the many learning opportunities assessment presents to students is to learn to be responsible for managing deadlines and completing their work on time. Building positive attitudes towards assessment for learning is of greatest priority, and teachers should:

- Use their discretion to provide additional time to submit work, especially if they feel students are working to their full capacity and the learning outcomes would be maximized by providing additional time.
- Monitor student hand-in on ManageBac and make sure that a student may not leave the lesson until the summative assessment has been uploaded
- Request students to attend additional lessons or support sessions to receive additional support in completing their assessment tasks.
- Grade a zero if the student has not adhered to the deadlines given or not met the minimum requirements specified in the rubric.

Reporting in the PYP

PYP reports are published on Managebac twice a year. The reports include teacher comments which focus on each student's achievements and progress in different subject areas as well as their social and emotional development. In addition to this, PYP parents are invited to parent – teacher conferences and student lead "Shared Learning Days". The open-door policy allows parents to make individual appointments at any time during the school year.

Reporting in the MYP

Achievement is reported to parents through detailed comments on ManageBac, parent teacher conferences, one midyear progress report, and a final end of year report.

If the students receive a grade 3 or below in any summative assessment, the subject teacher has to contact the MYP Coordinator and ask for further action.

Tracking and Recording Data

How will we collect data?

- Student portfolios (online and paper) where unit work and reflections are collected
- Observations and anecdotal records
- Check-lists and rubrics
- Data from weekly/termly tests/assessments
- BISS uses data generating programs: ManageBac
- Area of inquiry and unit question results
- Norwegian National Tests
- Norwegian A Language Tests
- Individual Education Plans

Data is used to support program planning.

Record keeping monitors provision and tracks student progress throughout the school. Collated data informs the target setting process for individuals, groups of students and year groups. Teachers maintain records of assessments and whole phase assessment data is maintained electronically in a central database. This information is transferred between teachers as student's progress through the school and at weekly staff meetings as and when required. Rubrics, check-lists and reflections are maintained in the students' online portfolios.



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This policy is a working document and has been produced by HODs (Foundation, PYP, MYP DP programmes) and administration. The policy is reviewed bi-annually.