

MYP Assessment & Reporting Policy

Control of this document

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Kodaikanal International School (KIS) Assessment Philosophy

The primary purpose of assessment and evaluation at KIS is to support and improve student learning. As all students have different learning styles, experiences and abilities, the assessment and evaluation of their learning must be fair to all students, be varied in nature and allow students to demonstrate the full range of their learning.

Assessment, learning and teaching are intertwined, interdependent and should be focused on the habits of the mind, critical thinking skills, 21st century skills, knowledge and attitudes that will provide opportunities for success within the IB continuum and beyond. In addition, learning and assessment at KIS is criterion referenced, aimed towards criteria that are explicitly stated by the school and integrated from a variety of sources: IB, the school's mission, each subject discipline and each teacher, rather than towards norm averages.

Assessment and evaluation strategies must be varied in nature and support a range of alternative mechanisms for assessing the same outcome. Assessments must allow students to demonstrate the full range and full potential of their competencies and skills. The assessment of curriculum expectations is separated from the assessment of learning skills and responsibility. Assessment and evaluation is fair to all students. Students need to be involved in the developing and clarifying the criteria for success, regarding instruction, process, product, and performance.

Here at KIS we attempt to implement best practices as they apply to assessment across the school as a whole, and within each discipline.

Principles of Assessment

KIS recognises that assessment is an ongoing, multi-faceted process that supports and enhances a student's learning. Assessments in the school are reflected in three categories; assessment for learning (AfL), assessment of learning (AoL), and assessment as learning (AaL).



We are guided by the following principles:

1. Design authentic formative and summative assessments, which reflect awareness of various learning styles, cultural, linguistic, and racial differences.
2. Utilise a variety of methods to assess a wide range of knowledge, concepts, skills, and attitudes applicable to real-world ventures and the different needs of learners
3. Develop formative assessments to monitor the continuous progress of student learning and achievement and identify gaps, preconceptions and confusions
4. Provide frequent and consistent constructive feedback for students and teachers to revise or advance performance, learning, and teaching
5. Keep an accurate record of any assessment taken by the students and make the records accessible for them

Why Do We Assess Students' Work?

At Kodaikanal International School, we assess for the following reasons:

- To promote active teaching and learning
- To inform the stakeholders (students, parents, teachers) of the school of student's progress
- To aid curriculum review and improve teaching and learning instructions through professional development

Assessment in the classroom will include:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and weaknesses and to set goals
- Building a profile of children's understanding
- Using technology to provide equitable experiences in learning and assessment
- Providing appropriate and honest information about the student's development in all aspects of the programme, as well as their levels of attainment
- Statistics and analysis of student performance

The Purpose of Assessment¹

Assessment FOR learning is more commonly known as formative and diagnostic assessments. Assessment FOR learning is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. It provides information that is used in order to plan the next stage in learning. Teachers are now afforded the chance to adjust classroom instruction based on the needs of the students. Similarly, students are provided valuable feedback on their own learning. Assessment FOR learning allows the teacher and student to unlock background knowledge and activate prior knowledge; to diagnose strengths and weaknesses of their learning. It is critical to recognise prior knowledge so students can engage in questioning and thinking in order to construct new knowledge appropriate to their level.

¹ "Assessment OF Learning? or Assessment FOR Learning?." 2004. 22 Dec. 2014
<<http://electronicportfolios.org/portfolios/njedgenet.pdf>>

Assessment OF learning is the use of a task or an activity to measure, record and report on a student's level of achievement with regards to specific learning expectations. These are often known as summative assessments. Assessment OF learning often occurs at the end of an academic quarter, or of a teaching and learning unit for a distinct discipline. These assessments are used for the purpose of evaluation or making a judgment and may involve performance tasks, culminating projects, tests or portfolios of work.

Assessment AS learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.



Assessment strategies and tools

We use a variety of methods or approaches when gathering information about students' learning. This is referred to as assessment strategies. This information is then recorded using a variety of tools, which are the instruments used to collect data. Considerations are being taken on which tools are most relevant to that strategy. In KIS, teachers aim to utilise a variety of strategies and tools in assessments.

Assessment tools

Rubrics – Rubrics are established sets of criteria used for scoring or grading student tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.

Benchmarks / Exemplars – These are samples of student's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

Checklists – These are lists of information, data, attributes or elements that should be present. A mark scheme for an examination is a type of checklist.

Anecdotal records – Anecdotal records are brief written notes based on observations of student. These records need to be systematically compiled and organised.

Continuums – These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Assessment strategies:

Open-ended Tasks – This strategy could take many forms such as a presentation, an essay, a diagram or a solution to a given problem. Teachers usually present stimulus or provide task background information to students and get students to come up with an original response. (a) Writing samples in which a student constructs a response to a question, topic, or brief



statement, and supplies supporting details or arguments. It allows the teacher to assess the students' understanding or ability to analyse and synthesise information. (b) Presentation that requires students to verbalise their knowledge, select and present samples of finished work, and organise their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.

Tools: Rubrics, Exemplars, Anecdotal records, Continuums

Observation – A process of systematically viewing and recording students while they work, for the purpose of making programming and instructional decisions. It can take place at any time and in any setting, particularly useful when assessing approaches to learning skills and some behaviours. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.

Tools: Rubrics, Checklist, Anecdotal records, Continuums

Performance tasks – Students create, produce, perform, or present works on "real world" issues to showcase a range of knowledge, conceptual understanding, skills, and attitudes developed throughout a learning unit. The performance task may be used to assess a skill or proficiency, reflect self-initiated action, and provide useful information on the process as well as the product.

Tools: Rubrics, Exemplars, Anecdotal, Continuums

Selected responses – A commonly used quick and straightforward procedure for gathering objective evidence about student learning, specifically in understanding, memory, recall, and comprehension. This can be in a form of a test or a quiz.

Tools: Exemplars, Checklist, Continuums

Process journals – A student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. It can be used for students to detail their service and action, and to reflect on learning process in various areas.

Tools: Exemplars, Checklist, Continuums

When Do We Assess?

Diagnostic assessment – typically at the beginning of the academic unit, it can take a variety of formats using different strategies

Examples: Pre/Post Questions

Formative assessment – is an ongoing process used by teachers and students during the entire academic unit.

Examples: Observation, Classroom presentation, Journals

Summative assessment – is given periodically to determine at a particular point in time what students know and do not know.

Example: End of unit test or End of term assessment

How do we report progress to our stakeholders?

The prime objective of reporting assessment is to provide feedback to students, parents and teachers on the learning process.

Effective reporting should:

- involve parents, students, and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair, and credible
- be clear and understandable to all parties
- allow students to incorporate what they learn during the reporting process
- inform future teaching and assessment practice
- inform areas for improvement for all stakeholders to work on



In Kodaikanal International School, periodically throughout the year, the parents will receive written reports that inform them of the outcome of assessments.

Together with these achievement reports, we will occasionally have a three-way conference in which parents, students and teachers discuss progress and work together as equal partners to set targets. This will not happen as frequently in a boarding school situation as it would in a day school. Achievement reports and the three-way conference should include a self-evaluation opportunity, discussion of development and progress in the learner profile attributes, attitudes and approaches to learning skills.

A. Conferences

Parents, students, and teachers are all valued partners in the reporting process (three-way conference / student-led conference) and in sharing the responsibility both for learning and for accounting student progress. Pathways for communication need to be open and reciprocal. A three-way conference is an opportunity for students, teachers, and parents to discuss the student's strengths, areas to be improved, and to set goals for the students; whereas a student-led conference is an avenue created for students to share pre-selected work from any subject with their parents using various media sources.

B. Written Reports

Individual progress and development in demonstrating subject specific skills, approaches to learning skills, IB learner profile attributes, and attitudes are reflected in the comments included in the achievement reports.

C. Portfolio

The IB promotes use of a portfolio and defines it as a record of students' involvement in learning, which demonstrates assessment strategies and reflection as well as success, growth and creativity. It enables students to reflect with teachers, parents and peers in order to identify their strength and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

D. Wall Display/Videos/Performances

Displaying students' work demonstrates that the school community values their work. Documenting the process of students' work benefits children, engages parents, and guides teachers. The school displays students' work in many ways. Some teachers videotape their students at work, capturing their comments about what they are doing. Others take digital photos and scan the students' work, then compile to showcase during Celebration of Learning

or other school events. The most common way of displaying the student's work is by exhibiting them on bulletin boards in the classroom and along the hallway.

Miscellaneous

Assessments Handed in Late

It is the student's responsibility to complete all assessment tasks by the given due date. Students should initiate contact with the teachers where adjustment to a deadline is necessary, if there is a valid reason to do so. However, we do not encourage students to ask for an extension, as we believe that individual teachers will set achievable deadlines for the submission of assessment and inform the students in advance of any repercussions for handing in assessment late.



The assessing process must not be influenced by the late submission unless its success criteria require the evidence of meeting agreed timelines or the ability to organise time effectively. Reasonable deterrents that encourage students to submit assessment on time can be devised by individual teachers with the approval of the programme coordinator. It is **NOT** acceptable for a teacher to use the downgrading of late work as a deterrent.

Assessment Missed Due to Absence

Special arrangements for assessments will only occur at the discretion of the school (i.e. due to ill health or injury supported by a medical certificate, bereavement supported by a death certificate and any external academic or sports competitions whereby the student is registered to represent the school). Wherever possible, advance notification to the school is required. Any assessments due the day of the absence must be submitted prior to the absence or on the first day the student returns to school.

Where no satisfactory explanation of an absence from a scheduled assessment task is received, or alternative arrangements cannot be made, 'not available' (N/A) is recorded on the rubric associated with the assessment task. It is the policy of the school to be as flexible as possible to ensure that no child is adversely affected because of situations beyond their control.

Middle Years Programme (MYP) Specific Assessment Details

Principles of MYP assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students'

achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically. This “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- 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 practices in the MYP can sometimes represent significant challenges to existing school practices. Some key features of MYP assessment include:
- distinction between internal summative assessment and the supporting formative processes
- attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- assessment of student understanding at the end of a course, based on the whole course and not individual components of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities.



PRINCIPLES OF MYP ASSESSMENT

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

MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess

the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans (see below at page xx for more on student peer and self-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-group-specific assessment criteria. Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback. By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.



In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	V=C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying for performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	



At KIS we will regularly report student progress towards the MYP objectives using the prescribed Subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.



Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups (except the Personal Project and Interdisciplinary) have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

Internal standardization

Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

Determining achievement levels

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught. A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria. When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance. The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following.

- Student support—students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level.



How Do We Assess?

Assessment in the MYP follows a principle of norm referencing as opposed to peer referencing. This means that students are assessed against pre-set criteria and their grades are not moderated based on the work of other peers in their level. These criteria are called rubrics and are shared with students so that they may better understand the assessment process, monitor their own progress and effectively self-regulate their learning habits to achieve them. The criteria may be modified to suit the work the student is working with. However, for the final assessment in Year 5, teachers must use unaltered IB criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

Grades are determined one week before the written report is sent home to parents, towards the end of each of the two school semesters. Teachers determine the grades by examining all the accumulated assessment data, based on the best-fit approach. Teachers take into account students' personal histories and their progression of achievement over the semester. Teachers do not average the various marks the students have achieved throughout the semester but determine which level of achievement best reflects a student's end of semester achievement, knowledge, understanding, and skills.

Subject-specific details and IB expectations of the minimum assessment to be completed each semester can be found in the IB documents "From Principles into Practice" and also in the eight subject guides.

When Do We Assess?

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

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

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



Awarding of the MYP Certificate

MYP Certificate Candidates

The MYP Certificate is awarded by the school only and does *not* indicate certification by the IB.

To be eligible for the MYP Certificate a candidate must participate in the final two years of the programme (MYP Years 4 and 5, Grades 9 and 10) and have obtained successful results by completing:

- a successful personal project
- the school's requirements for service and action
- at the end of Grade 10 be in at least Phase 3 of the Language Acquisition subject taken
- all semester reports with no final grade lower than 3 and a total over the 8 MYP subjects of at least 33

Peer and self-assessment of student work

Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor!) piece of work. Some degree of student involvement in the development and comprehension of assessment criteria is therefore an important component of self-assessment.

Developing reflective skills provides students with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement. Students can then use this knowledge to influence their future work by playing to their strengths and/or directing their efforts in areas they have already recognised as needing further improvement. You could consider self-assessment as a teaching and learning exercise, as much as an assessment method and its inclusion within a course provides your students with the opportunity to develop a core lifelong learning skills.

Principles and Criteria

Principles

1. The purpose for using self and peer assessment should be explicit for staff and students. A major reason for using self and peer assessment is for its role in student skill development, in improving learning and in helping students to improve their performance on assessed work. Additionally, it has a place as a means of summative assessment.
2. There is no reason why peer and self-assessment should not contribute to summative assessment. In many such cases such assessment will not contribute a major proportion of the mark until it has been well tried and tested. However, in a well-regulated and practised system, there is no reason to limit the proportion of the marks involved. It is particularly important that the principles below are noted.
3. Moderation.
4. For any situation in which the mark from peer or self-assessment contributes towards the final criteria levels awarded for the unit, the teacher should maintain the right to moderate student-allocated marks. The initial step in alteration of a student-allocated mark may be negotiation with the student concerned.
5. Instances of unfair or inappropriate marking need to be dealt with sensitively. Any instances of collusive ('friendship') marking need to be dealt with sensitively and firmly.
6. The quality of feedback on student work must be maintained. In situations of self and peer assessment, students are usually in a position to learn more than from situations of tutor-marked work. They learn from their engagement in assessing and frequently from oral, in addition to written feedback. However, the teacher should monitor the feedback and, where appropriate, elaborate it to ensure that students receive fair and equal treatment.
7. Assessment procedures should always involve use of well-defined, easily-available assessment criteria. While this is true of all assessment, it is particularly true where inexperienced assessors (students) are involved. The assessment criteria may be developed by the teacher, but greater value is gained from the procedure if students are involved in developing the criteria themselves.
8. Involvement of students in assessment needs careful planning. Many students see assessment as a job for teachers, but at a later stage they are likely to recognise the benefits to their academic learning and skill development. Initial efforts will take time and teacher support. For these reasons, it is preferable that the use of peer and self-assessment is seen as a strategy to improve learning and assessment across a whole programme.
9. Self and peer assessment procedures should be subject to particularly careful monitoring and evaluation from the tutor and students' point of view. It can take time for such procedures to run smoothly and for this reason, the initial involvement of



relatively few marks - or solely formative assessment is wise. Student feedback to the tutor on the procedure will be important.

10. The use of peer and self-assessment should be recognised as skill development in itself.

Such procedures are not just another means of assessment but represent the development of self-appraisal, evaluative, analytical, critical and reflective skills. These are important as employability skills and can be recognised in the learning outcomes of a unit.



<http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/peerselfassessment/>

Adapted from

- International Baccalaureate Organisation, Making the PYP happen
- International Baccalaureate Organisation, MYP: From principles into practice May 2014
- International Baccalaureate Organisation, DP Subject Guides
- Fairview International School, Assessment and Reporting Policy 2015
- Marzano, Robert J. Transforming Classroom Grading, ASCD: Alexandria, VA. 2000
- Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W., Assessment in Practice: Putting Principles to Work. San Francisco: Jossey-Bas 1996
- International Baccalaureate Organisation, MYP Coordinator's Handbook 2013-2014, Section F – Assessment
- MYP General Regulation First Assessment 2015

Appendix A –Three types of assessments

Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards