



ASSESSMENT AND REPORTING POLICY

(Secondary)

ASSESSMENT AND REPORTING POLICY

This document should be read in conjunction with the following documents:

- Behaviour policy
- Language policy
- Inclusion policy
- School regulations
- Academic integrity policy
- ICS Assessment schedule
- DP IA timetable

MISSION, PURPOSE AND AIMS

ICS Milan serves a diverse community of students from a range of nationalities, cultures and backgrounds. We offer a broad-based education which uses English as the main language of learning and caters for a range of student abilities. As part of the Globeducate family of schools (<https://www.globeducate.com>), “we prepare each student to be a global citizen who can shape the world”.

Philosophy

At ICS International School assessment is an integral part of the teaching and learning process and informs planning and practice across all areas of the curriculum. Our approach to assessment reflects and supports our mission statement and the philosophy and objectives of our school. Assessment is the process of identifying, collecting and analysing information about student learning to provide feedback on learning to students, parents, teachers and other significant adults. We believe that assessment should promote positive attitudes, encourage the pursuit of excellence and contribute to the success of each child’s learning, recognising achievement and enhancing self-esteem.

Assessment criteria

At MYP the IB assessment criteria is used for both formative and summative assessments.

In addition, in line with Italian law the students’ knowledge, skills and abilities at the end of every term are to be graded according to criteria provided by the MIUR (the Department of Education).

At DP the IB assessment criteria is used for both formative and summative assessments.

We believe that these criteria should be open and available to the school community at any time. This is also true of syllabuses, subject guides, and examiner’s reports.

Formative and summative work will be internally moderated to maintain consistency across subjects. Self-assessment according to the appropriate criteria will be encouraged at all stages of a student's learning.

Why do we assess?

Assessment helps us to identify what students know, understand, can do, and feel at different stages in the learning process which in turn:

- enhances student learning
- enables us to monitor the progress of student learning
- enables students to recognise the next steps in their learning
- informs future planning
- provides feedback to others, including, students, teachers, parents and schools
- helps evaluate the effectiveness of the school's educational programme and informs curriculum development

What is effective assessment?

We aim to ensure that effective assessments:

- give students opportunities to share their learning and demonstrate a range of knowledge, skills and conceptual understanding.
- allow students to actively participate in the assessment process and become aware of their own strengths and areas for improvement.
- allow each student to demonstrate their learning using a variety of learning styles, multiple intelligences and abilities to express their understanding.
- recognise student achievement and enhance self-esteem.
- have clear criteria for producing a quality product or performance that are known in advance.
- are comprehensive and ongoing, with a range of information collected in different situations over time.
- are authentic and should take place in real and meaningful contexts.
- provide teachers with evidence from which sound conclusions can be drawn.
- inform every stage of the teaching and learning process.
- make use of a range of assessment strategies and tools to suit different learners and purposes.

How do we put this into practice in the classroom:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- a range of carefully planned assessment tasks
- self- and peer evaluation
- effective feedback
- raising children's self-esteem

How do we discover what the students have learned?

In order to discover what the students know and have learned we use formative and summative assessment.

Formative assessment is an on-going process, integrated into daily teaching and learning situations. It helps teachers and students find out what students can do and already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked and function purposefully together.

Summative assessment happens at the end of (each stage of) the teaching and learning process and aims to give teachers and students a clear insight into students' understanding. It gives students opportunities to demonstrate what they have learned and understood. It informs and improves student learning and the teaching process and may prompt students towards action.

How do we assess at ICS?

We believe that using a variety of assessment strategies is necessary in order to provide a complete view of each individual student. The methods or approaches that teachers use to gather information about student learning include:

- Observations
- Performance assessments
- Process-focused assessments
- Tests and mock examinations
- Open-ended tasks

Recording, collecting and analysing data

Recording the findings of assessments is necessary to inform planning and ensure continuity and progression in children's learning. It is also important in order to give parents, teachers and schools access to information about student learning and to provide the basis for reports and discussions with parents.

Teachers collect and record information about a student's learning using a variety of ways including:

Rubrics
Checklists
Exemplars
Anecdotal Notes
Samples of work

In addition, all summative tasks will be tracked and monitored looking at aspirational grades and baseline data. This tracking data will be reviewed regularly by the MYP or DP coordinator and relevant department heads.

How do we communicate information about assessment?

Effective assessment requires that meaningful and comprehensive information on what students know, understand and can do is communicated to students and parents.

Reporting should:

- describe the progress of students' learning
- identify areas for growth and development
- enable parents, students and teachers to develop effective partnerships
- be comprehensive, honest, fair and credible
- be clear and understandable to all involved
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice
- take different forms, including discussions and written reports
- reflect the philosophy of our school
- contribute to the on-going development of the school programme
- protect the privacy of individuals.

Our reporting methods include:

- Regular informal discussions with students and parents
- Sending books/work home for students to share their learning with their parents
- Scheduled individual teacher-parent meetings (Students from Year 4-5-6 are invited to these meetings)
- Target setting
- Mid-year short reports
- End of year reports

ICS Reporting grades

At MYP grades are issued using the MYP criteria using a number from 1-8. In addition, to comply with Italian law, a conversion system is used to allocate students a mark from 1-10.

At DP grades are issued according to the DP assessment criteria and subjects are awarded a grade from 1-7, except in the cases of TOK and the EE, which are graded from A-E. In addition, each subject, including CAS, will award an effort grade which reflects work outside of class, in class, class participation, effort put into assignments and attitude to deadlines which is awarded from 1-5.

Assessment in the Middle School

Assessment is a fundamental component of the IB Middle Years Programme (MYP) and the Italian Terza Media programme as it strengthens learning through an ongoing process of monitoring student knowledge and understanding. ICS has a unified approach to assessment which satisfies the requirements of both the IB MYP programme and the Italian Terza media programme. Assessment in both programmes is formative, ongoing and criterion-based.

Assessment criteria

- There are four assessment criteria for all subjects. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every term
- Subjects taught in Italian will be graded out of 10, following the Italian system's requirements. Teachers will include their criteria in their *programmazione*. The Italian grades will then be converted into MYP grades at the end of every term, considering the four different MYP criteria for each specific subject.
- At the end of each semester teachers make professional judgment on their students' achievement levels for each of the four criteria based on evidence gathered throughout the assessment period
- The best-fit achievement levels for each of the four criteria are added together to achieve the final MYP grade. The final MYP grade is achieved by using the MYP grade boundaries from the MYP general grade descriptors.

Assessment frequency

- Summative assessments are conducted as per the individual subject needs. These will depend upon the criterion that is to be assessed.

- Within each semester every subject area will have assessed each criteria at least once in a summative fashion.
- Students following the *paritaria* programme will be assessed at least five times *per trimestre* (3 written tests + 2 oral/practical tests).

Recording and reporting

Written reports: Parents receive an Interim Report early in the year and then two additional reports, one in February and the other in June. Each subject reports on the four subject-specific IB MYP criteria, as defined in the IB MYP guides. The parents will also get an Italian *pagella* at the end of every year, with MYP grades converted into Italian (out of 10) grades.

Record of Achievement: This is completed by MYP 4-5. The work selected includes achievement levels, Service as Action records and any further achievements in and outside school (e.g. fundraising, certification). All summative assessments from all subjects must be included in the Record of Achievement.

Conferences: Conferences are held twice each academic year as detailed in the annual calendar. Teacher-Parent conferences can also take place upon request from the parents.

Grades: Grades are communicated to parents and students via the ISAMS and Toddle portal. Written or verbal feedback is given on Toddle.

Requirements for Progression

At the end of each MYP year, students are required to reach an overall academic level which will ensure that they are able to successfully access the curriculum in the next year. This level will be determined on an individual level and will take into consideration SEN, EAL and any other additional learning needs and circumstances the individual student may have.

Requirements for progression to the DP

By the end of MYP5 an average achievement level of 5 is required for students to be accepted onto the full IB Diploma programme. An average of 4.5 will allow students entry to the programme, but only on a trial basis. The average includes the grade awarded for the Personal Project. According to Italian law, by the end of every school year, an average achievement level of 5.5 is required to move on to the next one. Should a student not reach a full 6 out of 10 in one or more subjects, they will be required to do extra work during the summer to make up for their *debito formativo*. In addition, students must fulfil the Service as Action requirements of the IB MYP programme.

Subject choice for the DP will partly depend on a student's performance up to MYP5, and this may impact progression. To select a subject at standard level a student should have attained at least a 4 in MYP, although a 5 would be desirable. To study a subject at higher level a student should have attained at least a 5 in MYP.

In addition, if choosing a HL science, a student should also have attained a 5 in MYP mathematics. For those applying from outside the MYP system, we will look at reports from previous schools and levels attained in any other qualifications, for example IGCSE. In all cases students will be considered on a case-by-case basis, reflecting on the academic profile of the student as a whole, rather than judging on the basis of any one single grade.

DP additional assessment information

In addition to normal formative and summative assessments the diploma program also produces a number of externally assessed or moderated assessments. These are scheduled according to the DP IA timetable which should be read in conjunction with this document.

It should be noted, that although first drafts of internal assessments are, by their nature, formative, care should be taken to follow the explicit guidelines in each DP subject guide about the level of assistance teachers are allowed to provide.

Internal exams are also scheduled on the DP IA timetable and are used both as formative tasks and for informing predicted grades.

DP assessment criteria

Diploma programme assessment criteria will be used for all formative and summative assessments. These will clearly be communicated to students, and the broader school community on websites, such as Toddle. Our use of these will be informed by subject reports and results analysis.

Standardisation

Internal assessments, and mock exams, will be moderated within departments and, in the case of smaller departments, subject groups. These moderation sessions will be informed by DP training, exemplar scripts, and when the DP has progressed, by results analysis and subject reports.

National requirements

Unlike at MYP, the DP stands separately from the local Italian system and is recognised as a distinct post-16 qualification. There are no national requirements to adhere to. However the Italian ministry of education recognises certain DP subject pathways and students will be informed of these preferences and guided to follow them.