



HARARE INTERNATIONAL SCHOOL

ASSESSMENT PHILOSOPHY AND PROCEDURES

(Revised & Approved Jan 2023)

**A Boldly Diverse Learning Community that Inspires
curiosity, Embraces Challenge, Nurtures Personal Growth.**

www.harare-international-school.com





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All Philosophies and Procedures at Harare International School (HIS) are developed by members of the community. In all cases we are guided by our Mission Statement, the IB Mission Statement, and the relevant HIS Board Policies:

HIS Mission Statement

A Boldly Diverse Learning Community that
Inspires Curiosity,
Embraces Challenge,
Nurtures Personal Growth.

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 intercultural 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.



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Assessment PHILOSOPHY AND PROCEDURES

HIS Mission Statement

A Boldly Diverse Learning Community
that Inspires Curiosity,
Embraces Challenge,
Nurtures Personal Growth.

At HIS, Learning for ALL is

An active, collaborative, ongoing development of knowledge, skills and
attitudes
in a positive, inclusive and learner-centered environment
that inspires curiosity, creativity and reflection,
with the aim of nurturing personal growth
leading to resilient, active global citizens.



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Relevant HIS Board Policies

This student support services handbook is written in accordance with the following Harare International School Board policies:

A. Learning

We offer a high quality international education for all students that inspires curiosity, embraces challenge and nurtures personal growth.

As part of this policy, HIS will:

1. Challenge students through an inclusive, balanced educational program to develop intellectually, physically, socially and emotionally to their fullest potential.
2. Offer a full IB programme for the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP).
7. Offer a challenging and coherent written, taught and assessed curriculum that addresses the needs of all learners and that is reviewed according to a curriculum review cycle.
8. Develop a comprehensive approach in line with IB philosophy and practices to assessing student learning, which is integral to the academic programme.
9. Purposefully use technology to support student learning, and review use of technology on a regular basis.

(HIS: Board Policies)



2022/23 WHOLE SCHOOL Review HIS Assessment Philosophy

Whole School Philosophy:

Harare International School (HIS) recognises that it is a learning community comprising a diverse range of people. In all teaching and learning endeavours, this diversity is celebrated. Through all school programmes and their assessment, HIS strives to engage students in inquiry, developing and building on their natural curiosity. Assessment is inclusive and designed to challenge each student as an individual, promoting personal, academic and emotional growth [\(see HIS Inclusion P&P\)](#).

HIS is committed to educating the whole child intellectually, physically and socio-emotionally. We believe that assessment is designed to enhance teaching and learning with the student always at the centre. Through collaborative work between the teachers and students, and by remaining informed and engaged by the wider IB community, we design inclusive, inquiry-based assessment that is both forward and backward looking. Assessment is designed to encourage the development of problem-solving and critical thinking skills and allow students to genuinely engage with the world around them through their learning. We foster freedom of expression, independent thinking, and a sense of personal responsibility in a student-centred learning environment. In addition, we emphasise the effective use of current technologies, the acquisition of multiple languages, creativity through the arts, and the pursuit of a physically active and healthy lifestyle.

We are additionally guided by the IB's five principles of assessment:

1. be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
2. have a positive backwash effect, that is, their design must encourage good quality teaching and learning
3. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
4. be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?
5. support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

(IB: Assessment Principles & Practices)

As a result, assessment at HIS is:



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- Designed to support curricular goals
- A continuous process based on the curriculum taught
- Integral to learning and teaching in our inquiry-based classrooms
- Varied, authentic and differentiated and incorporates a range of strategies and tools used to assess different areas of learning
- Supportive of self-regulated learning developing and promoting student agency
- Co-constructed (learning goals and success criteria)
- A collaborative process: teachers, and students design, discuss and reflect on learning
- Used to inform the students, teachers, parents, administrators and the community about student progress
- Informative; learning expectations and assessment strategies are made clear to students
- Reflective: regular opportunities are provided for students to discuss and reflect on their learning and set their own goals
- Appreciative; it takes into account different cultural contexts and different ways of knowing and learning
- Both formative and summative as well as assessing prior knowledge
- Designed to develop ATL skills as well as higher order thinking skills in all subject areas
- Built with the IB Learner Profile in mind
- Designed to develop internationally-minded global citizens
- Designed with the HIS Inclusion Policy and Academic Integrity policies in mind

PYP Specific Philosophy:

HIS recognises the ways that the PYP values traditional subject areas “with an extra emphasis on the balance between the acquisition of essential knowledge and skills and the search for the meaning of, and understanding about, the world.”(IB) As such all assessment is developed in collaboration with teachers and students, providing inclusive and challenging concept-driven inquiry-led assessment tasks.

(IB: Assessment Principles & Practices)

MYP Specific Philosophy:

HIS recognises the coherent and comprehensive curriculum framework provided by the MYP. Assessment provides academic challenges that allows students to build their self esteem, their personal strength and build resilience in learning. We adhere to the requirements of the MYP, as set by the IB, and regularly review these, in particular in relation to the Personal Project.

(IB: Assessment Principles & Practices)

At HIS we believe in supporting students through assessment procedures. As such class time is dedicated to guiding students through the completion of all summative tasks. Our [MYP Independent Homework Guidelines](#) outline the scaffolded ways in which students develop independent Approaches to Learning Skills.

Teachers will work with students in differentiation and accommodations in order to



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support all learning styles. Please see the [HIS Inclusion P&P](#) for more information.

DP Specific Philosophy:

HIS adheres to the requirements and expectations of the DP and regularly reviews that it is compliant at a whole school and subject level. All assessment is guided by DP Subject Specific criteria with the ultimate goal of equipping students with the skills needed for University assessment and further education. Assessment is designed to help develop international mindedness and the values and life skills needed to lead a fulfilled and purposeful life.

(IB: Assessment Principles & Practices)



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HIS Assessment Procedures

Whole School Procedures:

1. Support & Inclusion

As assessment may be stressful and/or challenging for students, teaching faculty will create a safe and developmentally-appropriate learning environment. All teaching and learning and school activities are informed by and in adherence with the [*HIS Child Protection Philosophy and Procedures*](#), ensuring each child is treated with respect and dignity. We will foster this environment through the explicit teaching and student learning of Approaches to Learning (ATL) skills. We will differentiate our lessons and activities to meet the needs of students across the learning spectrum. Those students who qualify for support, as defined by our [*Inclusion Philosophy and Procedures*](#), will receive accommodated assessments. By providing our students with a robust ATL program, differentiated learning experiences, and accommodated assessments, students will have the tools they need to successfully navigate any stressful and/or challenging assessment tasks.

Students who qualify for support, as defined by the *HIS Inclusion Philosophy and Procedures*, will receive approved accommodations, as defined in their IIPs, on all formative and summative assessments. Students who receive accommodations will be required to reach grade-level and subject-specific learning objectives, however accommodations are provided to limit the challenges faced by the student due to his/her special educational need. Such arrangements may include, but are not limited to what is outlined in the *HIS Inclusion Philosophy and Procedures*.

Learning Support Teachers will discuss student accommodations with classroom and subject teachers and, when necessary, will assist subject-area teachers in providing students with their approved accommodations.

For all students who qualify, the IB DP Coordinator will apply, on their behalf, for inclusive assessment arrangements on IBDP external exams.

2. Assessment Tools and Strategies Utilised at HIS:

Strategies are methods or approaches that teachers use when gathering information about a student's learning. Data is collected and recorded using a variety of methods. When choosing strategies, consideration is given to appropriate tools. A variety of formative and summative strategies and tools are in use at HIS. Refer to program specific sections for examples of assessment strategies.

Examples of assessment strategies:

- Formal and informal



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- Standardized and non-standardized
- Co-construction of learning goals and success criteria
- Observations: students are observed often and regularly in a variety of settings
- Performance assessments are goal directed tasks with established criteria
- Process-focused assessments: these are used to record a student's ATL skills. These include thinking, social, communication, research and self-management skills
- Selected response: single occasion, one-dimensional exercises such as unit assessments, quizzes, oral presentations etc.
- Open-ended tasks: these are situations where students are presented with a stimulus and asked to communicate an original response with no right or wrong answer. Responses can take a wide variety of forms to include but are not limited to diagrams, role play, etc.
- Different sources of data collection (from teachers, mentors, specialists, counselor, TAs, parents, siblings, friends)

3. Use of Assessment Results

The results of formative and summative assessment will be used for a variety of purposes. Both forms of assessment provide feedback to teachers, students, and their parents/guardians about student growth in skill development and content-area learning outcomes. Additionally, the results of assessment are used to shape unit planning and curriculum development, as well as provide support and extension opportunities for students.

In order for the faculty at HIS to use assessment results effectively, we ensure that the faculty are grounded in the Understanding by Design (UbD) approach to unit planning. Through this approach, faculty begin the unit planning process with student learning outcomes and assessment tasks clearly defined. By linking assessment tasks to our curriculum, articulating them across grade-levels and subject-areas, vertically and horizontally, and reflecting on the results, we will ensure that our assessment tasks are developmentally appropriate and effective.

4. Recording and Reporting on Assessment

Whether an assessment is formative or summative, it is the responsibility of the teacher to record and report on that assessment task. Teachers maintain data records for their students in ManageBac, our reporting and recording tool. Parents and students will be automatically notified, via email, when a comment or grade has been recorded. A variety of modalities and strategies are in place to keep stakeholders in the community updated and informed:

Feedback and Feedforward

Feedback is an integral part of the assessment process at HIS. Feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement



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and celebrates success. Feedback helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning. Feedback on knowledge, conceptual understandings and approaches to learning supports students moving forward towards their desired learning goals.

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. It emphasises the importance of learning in the context of relationships by providing opportunities to communicate and be listened to. Students who provide feedback to peers increase their own assessment capability.

Feedforward is utilised by looking ahead at subsequent assessments and offering constructive guidance on how to support future learning.

At HIS we understand that feedback and feedforward is:

- Timely
- Specific
- Constructive
- Actionable
- Helpful when it is goal-referenced
- Regular and ongoing

Report Cards: Parents/guardians receive a written report on each child from the class teachers and specialists at the end of each semester. A copy is included in the student's files.

5. External & Standardised Assessment

HIS provides students with external, norm-referenced and standardised assessment. These are utilised to obtain the following:

- Norm-referenced data as a means of evaluating school performance for curriculum development purposes
- Criterion-referenced data to evaluate individual student progress in order to adapt programmes to cater for individual student needs.

HIS currently administers the following standardised tests, the results of which are shared with students, parents and the community as appropriate:

- Measures of Academic Progress (MAP) in Reading, Language Usage and Mathematics
- A variety of reading assessments are administered: Diagnostic Reading Assessment (DRA); Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Neale Analysis of Reading Ability (NARA); Reading A-Z.

In the MYP Programme, grade 10 students participate in the [Personal Project](#) where their reports are internally assessed and externally moderated by IB moderators.



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Additionally, there are external assessments within the IB Diploma Programme for students pursuing individual IB DP courses and the IB DP full diploma. IB DP external assessments are largely criterion-referenced. In groups 4 and 5 there are also norm-referenced assessments.



Elementary School Procedures-

1. What Assessment Actions Do We Take Based on Our Philosophy?

The assessment actions taken in the PYP are grounded in a framework as follows: assessment for learning; assessment as learning; assessment of learning.

2. What Assessment looks like in the PYP:

At HIS, we utilise assessment to guide planning and instruction and enhance student learning. Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Students take an active role in their own assessment; they analyse how they think and learn. They develop skills to move from being self-assessors to self-monitors, with the aim of becoming self-adjusters.

3. What We Assess in the PYP:

Assessment in the PYP is integral to concept-driven, inquiry-based and transdisciplinary teaching and learning within the IB PYP framework. Specifically, assessment is used to enhance learning in and through the following areas:

- The development of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.
- Literacy development and acquisition
- Numeracy and mathematical literacy

4. How Do We Assess in the PYP?

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these are critical in providing actionable feedback for the learner.

Monitoring learning: This aims to check the progress of learning against personal goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, etc. Teachers provide students with positive and actionable feedback to help them grow. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio. Learning can be monitored through pre, formative and/or summative assessments.



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Pre-Assessment: Pre-assessment are done at the beginning of each unit of inquiry that help determine a student's prior knowledge and understanding in order to plan the next stage of learning within the context of the lines of inquiry.

Formative Assessment: Formative assessment is a continuous co-constructed process and is designed to gather evidence and inform learning and teaching in order to improve and extend student knowledge, conceptual understandings and skills. Students are an integral part of developing and responding to formative assessment. Formative assessments help students to identify their strengths and weaknesses and to target areas that need more focus.

Summative Assessment: Summative assessment is an opportunity for students to demonstrate what has been learned, highlighting the knowledge, concepts and skills acquired throughout the unit of inquiry.

Students take ownership of their learning through reflection, self-assessment, feedback and feed forward (from adults and peers), goal setting and self-regulation. They are given a choice as to how they would like to design assessment and share their learning.

As assessment guides planning and instruction, a variety of authentic assessment tools and strategies are used such as rubrics, checklists, choice boards, photos, anecdotal notes, etc.

Documenting learning: The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms.

Measuring learning: The measuring of learning aims to capture what a student has learned at a particular "point in time". Teachers aim to measure conceptual understanding, knowledge acquired and skills developed.

Reporting learning

Reporting on learning informs the learning community about the progress and achievements of the students' learning, and areas for growth. At HIS, we have formal end of unit reports and end of semester reports. We hold two Student-Parent-Teacher Conferences, and one Student Led Conference in a year. Learning is also made visible throughout the year in various ways and meetings with parents on requests or need.

Formal Presentations to Stakeholders: The school principal or a member of the senior leadership team shares data, both internal and comparative, with the faculty, Board and parents.



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Secondary School Procedures

1. Assessment Criteria

MYP CRITERIA

All MYP summative assessment tasks are measured against criteria specific to each course. These criteria are derived directly from the IB and describe what is expected of students at each achievement level. Teachers use the summative assessment grades to award a final level of achievement at the end of each semester. Providing students with the criteria and task-specific requirements helps students know, before attempting the work, what needs to be done to demonstrate their understanding of the objectives. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. Students receive feedback on their performance assessed against the criterion level descriptors. ([A Guide to MYP Assessment.](#))

DP CRITERIA

As Diploma Programme courses have unique assessment criteria and weightings, DP teachers provide information, relative to their subject groups, about summative assessment practices in their course outlines. All summative assessment tasks are measured against criteria, except those which require an external DP exam mark scheme. These criteria are derived directly from the IB and describe what is expected of students at each achievement level. Teachers use the summative assessment grades to award a final level of achievement at the end of each semester. ([DP Criteria and Assessment](#))

2. Formative Assessment Tasks & Feedback

Formative Assessment in the Secondary

Throughout the unit students will complete tasks that are part of the learning process called formative assessments. These tasks can be check-in quizzes and rough drafts of summative assessments. Feedback in the form of comments, expectation grades, or achievement levels may be shared with students and posted on Managebac. Formative feedback is meant to be “snapshots” of student achievement in the learning process to inform students how to make improvements in preparation for summative assessments.

Formative Assessment Task Procedures

The following procedures have been adopted for the recording and reporting of formative assessments:

- In general, feedback on formative assessments will be entered into ManageBac no longer than 1 week after collection.



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- Teachers will notify students and families via email through MB by checking the “notify via email” box.
- Teachers will provide further feedback on any formative assessment scoring an BE or PE in order to help learners address areas for growth
- Missing formative assessments will be recorded as Not Assessed (NA) and an email will be sent to students and parents
- Should a formative draft of ‘checkpoint’ not be submitted, teachers will notify parents and students and may lose the opportunity to get feedback before the final draft is to be submitted.

3. Summative Assessment Tasks & Feedback

Summative Assessment in the Secondary

During every unit students will complete summative assessment tasks, which will be evaluated against the relevant IB assessment criteria. Since HIS formally reports student progress twice a year, all MYP criteria strands will be assessed at least once per semester so that an overall 1-7 grade can be reported. DP teachers will ensure that enough summative assessments have been completed to award an overall 1-7 grade.

MYP teachers will create summative assessments task sheets which explain the assessment and include subject-specific criteria that clearly identify what students need to do to reach the objectives of the task.

DP students, who are moving towards greater independence, will receive instructions from their teachers in forms suiting the nature of the subject-group.

Summative Assessment Task Procedures

The following procedures have been adopted for the recording and reporting of summative assessments:

- All summative assessments, including a task sheet, should be posted into MB at least 2 weeks before the due date.
- In general, summative assessment feedback will be entered into MB no longer than 2 weeks after collection.
- Teachers will provide feedback in line with relevant IB assessment criteria on all summative assessment tasks
- Should a teacher wish to comment directly on a student’s paper, the teacher may indicate as much on MB.



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- Should a final product not be submitted by the due date, teachers will assess the most recently submitted work as the final summative assessment.
- Extensions to summative tasks can only be granted after consultation with and support from the MYP or DP Coordinator.
- Missing summative assessments due to an absence:
 - If a summative assessment submission is missed due to a student absence or otherwise, submission times can only be adjusted in consultation between teacher, student and MYP/DP IB Coordinator



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Appendices

PYP Conferences as feedback

Student-Parent-Teacher Conferences (SPTC) are held during the first and second semester.

The purpose of the SPTCs are as follows:

- An opportunity to consolidate the home-school partnership and relationship with parents/guardians
- To deepen knowledge and understanding of the student
- Share evidence of student learning and progress
- To set goals with the student and parents

A Parent-Teacher Conference or Student-Parent-Teacher-Conference can be requested at any other time by a teacher, parent, student or administrator.

Student-Led Conference (SLC) is conducted in the second semester. The purpose of this conference is:

- to provide an opportunity for students to take ownership of their learning
- for the students and parents to celebrate learning
- for the students and parents to set goals for future learning

Teacher - Student Conferences: These are ongoing through the year. The purpose is to:

- Provide and gain feedback from the student to support differentiated learning
- Guide instruction through on-going informal conferences
- To support student self-reflection

Teacher -Teacher Conferences (TTCs): These are held as and when necessary to collaboratively plan future instruction based on cumulative and shared data for individuals or groups of students. A TTC can be in the form of a Student Review Forum.

Portfolios: The purpose of a student portfolio is to help students reflect on their learning, to show growth and development of the whole child over time, both inside and outside of the Programme of Inquiry in all subject areas.



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Grading and Scoring Explained

PYP Expectation Scale:

Expectation Scale & Descriptor	
Abbreviation	Descriptor
E / EE	Exceeds expectations - Student grasps, applies and extends key concepts, processes and skills and often exceeds the expectations of the grade level
M / ME	Meeting expectations - Student regularly grasps and applies key concepts, processes and skills, with few errors and demonstrates proficiency in majority of grade level expectations.
P / PE	Progressing towards expectations - Student has begun to grasp and apply key concepts, processes and skills for the grade level but not yet confidently and/or consistently.
B / BE	Below Expectation - Student is not yet grasping key concepts, processes and essential skills for the grade level. Extra support is required.
N/A	Not applicable



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MYP Expectation Scale

MYP Expectations Scale	
Expectations	Descriptor
Exceeding Expectations (EE)	i.Produces high quality, frequently innovative work. ii.Communicates excellent understanding of concepts and contexts. iii.Demonstrates excellent organizational skills.
Meeting Expectations (ME)	i.Produces generally high--quality work. ii.Communicates good understanding of concepts and contexts. iii.Demonstrates good organizational skills.
Progressing Towards Expectations (PE)	i.Produces work of an acceptable quality. ii.Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. iii.Demonstrates basic organizational skills.
Below Expectations (BE)	i.Produces work of very limited quality. ii.Conveys many significant misunderstandings or lacks understanding of most concepts and skills. iii.Demonstrates limited organizational skills.



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IB MYP: General Grade Descriptors:

MYP General Grade Descriptors		
Grade	Boundary	MYP General Grade Descriptor
1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical thinking. Very inflexible, rarely using knowledge or skills.
2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10- 14	Produces work of an acceptable quality. Communicate basic understandings of many concepts and contexts, with occasionally significant misunderstanding or gaps. Begins to demonstrate some basic critical or creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15- 18	Produces good-quality work. Communicate basic understandings of many concepts and contexts, with few misunderstanding and minor gaps. Often demonstrates basic critical or creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar classroom situations.
5	19 - 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication.. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuance understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

IB DP Grade Descriptors



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For more information please see “HIS: IB Diploma Options Booklet for Students”

DP General Grade Descriptors	
Grade	DP General Grade Descriptor
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance.



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	Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of the audience and evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.



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Approaches to Learning

In all its learning and assessment, HIS aims to enhance the development of the IB Approaches to Learning.

THINKING SKILLS:

- Critical-thinking skills (analysing and evaluating issues and ideas)
- Creative-thinking skills (generating novel ideas and considering new perspectives)
- Transfer skills (using skills and knowledge in multiple contexts)
- Reflection/metacognitive skills ((re)considering the process of learning)

RESEARCH SKILLS:

- Information-literacy skills (formulating and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating)
- Media-literacy skills (interacting with media to use and create ideas and information)
- Ethical use of media/information (understanding and applying social and ethical technology)

COMMUNICATION SKILLS:

- Exchanging-information skills (listening, interpreting, speaking)
- Literacy skills (reading, writing and using language to gather and communicate information)
- ICT skills (using technology to gather, investigate and communicate information)

SOCIAL SKILLS:

- Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)
- Developing social-emotional intelligence

SELF MANAGEMENT SKILLS:

- Organisation skills (managing time and tasks effectively)
- States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)



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IB Learner Profile

In all its learning and assessment, HIS aims to enhance the development of the attributes of the IB Learner Profile.

INQUIRERS:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE:

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS:

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences

OPEN-MINDED:

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING:

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



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RISK-TAKERS/COURAGEOUS:

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED:

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.