

ASSESSMENT *POLICY*

*Creating role models
for the future*



BISS GAUSEL
British International Schools of Stavanger



Vision and Mission Statements

Contents

	Page
Vision and Mission Statements	2
Philosophy of Learning & Assessment	3
IB Learner Profile & International Mindedness	4
Rights and Responsibilities	5
IB and Local Requirements in Assessment	6
Tools and Strategies for Assessment	6
Types of Assessment	7
Appendix 1 - MYP Subject Criteria	8
Appendix 2 - MYP Boundary Guidelines	9
Appendix 3 - Overview of the Assessment set up	10



At BISS Gausel, we honour the importance of the learning process and the diversity of our community. We strive to create authentic, meaningful, challenging and relevant assessment opportunities that support students as they transition through the various stages of their IB journey. Feedback and feedforward encourage ongoing communication amongst all stakeholders. Assessment is a shared and varied experience, celebrating continuous growth and developing agency which contributes to responsible, self-regulated and lifelong learners. Reflective practice throughout the assessment process is an inherent element for both students and teachers.

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 organisation works with schools, governments and international organisations 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 Vision Statement

To empower the learning community to become role models who are forward-thinking visionaries and lifelong learners.

The BISS Mission Statement

At BISS we provide a purposeful and engaging curriculum and a culture that fosters innovation, resilience and continuous growth. We cultivate an environment that promotes empathy, compassion, collaboration, inter-cultural understanding and respect for one another.

We strive to inspire students to be inquisitive, have a thirst for knowledge, and be creative and critical thinkers who actively seek opportunities to make a better tomorrow for future generations.



Philosophy of Learning and Assessment

Across both IB programmes at BISS Gausel we are committed to creating and nurturing a culture that recognises, encourages and celebrates continuous learning and growth of the students. While we acknowledge the importance of the product of learning, we likewise honour the importance of the process, recognising all the learning that is happening along the way. At BISS Gausel we recognise that learning is not confined to the four walls of a classroom. All forms of learning are therefore celebrated whether happening within or outside a classroom, occurring outside of school, happening individually or collectively, in different languages or being acquired in different styles.

We recognise that all children have their own unique learning journey, and it is our job as educators to not only acknowledge this but celebrate this diversity and find ways to differentiate our teaching and assessing to support each and every child. We support agency and believe students have a voice and need to feel empowered to exercise it, thereby supporting their development as reflective practitioners in their own learning journey.

We strive to design learning opportunities that are challenging, authentic, varied and purpose driven, that promote meaningful experiences for the student, and works towards a measurement of success that the students can understand within the IB Framework. We aim to ensure a range of measurement tools and strategies are used to ensure students are being assessed in a balanced way and can determine what they know, understand and are able to do at different points in their learning journey.

At BISS Gausel we believe that assessment:

- Supports students in their 'next step' of learning
- Guides teachers with their planning and delivery so that learning is supported and enhanced
- Yields valuable data to facilitate feedback/feedforward to students, teachers, parents and other members of the school community
- Provides a picture of what knowledge, understanding and skills a student has acquired
- Determines any areas a student is finding challenging, allowing teachers to UDL as needed
- Acts as a feedback mechanism for curriculum development
- Checks teaching objectives against learning outcomes
- Monitors and tracks achievement over the course of the school year
- Targets personal and individual learning goals for students
- Should be accessible to all through UDL assessment tasks

It is important to assess for learning, as learning and of learning, so that we have a holistic vision of the child as a learner and build a comprehensive picture of their individual learner identity. Our overarching goal is to provide meaningful feedback/feedforward that celebrates growth but likewise identifies areas for future development. At BISS Gausel students are strongly encouraged to self-assess at various points in their learning journey and likewise, to engage in peer assessment.

In the MYP, students must receive either verbal, written or recorded feedback alongside the assigned grade to each criterion and strand that they have been assessed against. The feedback must be provided in full within three weeks of the assignment being handed in (IDUs and personal projects are given additional time as they are moderated by two teachers). All feedback can be found on our learning platform Toddle which can be accessed by both students and parents.

We are a community of assessment capable practitioners who understand and value the importance of having a shared understanding of assessment practices, using common language when we discuss, reflect upon and evaluate the assessment practices in our school.

IB Learner Profile and International Mindedness

One of the aims for learners in both the PYP and MYP is to further develop their understanding of and apply the IB Learner Profile Attributes in relation to assessment. It is hoped that through assessment, students will be:

Communicators

Learners will communicate their understanding and knowledge regarding various aspects of their learning when assessed, using different forms of communication including oral, written & visual. They use language to discuss and reflect on assessment.

Principled

Learners will have a sense of integrity when it comes to taking part in different assessments. They know what they are being assessed on and understand their responsibility in being engaged in the assessment process. They will advocate for themselves if needed in relation to the results of an assessment.

Knowledgeable

Learners acquire new knowledge and refine their understanding at different stages of their learning. They will become more knowledgeable about themselves at different stages in their learning journey and through different forms of assessment.

Balanced

Learners will take part in a variety of assessments that gather data and gives teachers a holistic picture of the learner. They will be given opportunities to engage in both self-assessment as well as peer assessments. Teachers will use a balance of different tools and strategies to assess learners.

Reflective

Learners will be given various opportunities to reflect on their learning journey or learning at different points in time throughout assessments.

Inquirer

Learners will be encouraged to ask questions regarding how they feel about themselves as learners throughout their learning journey and as part of their assessments.

Thinker

Learners will apply their critical and creative thinking skills to demonstrate their knowledge, understanding and skills.

Open-minded

Both learners and teachers will understand that there are different tools and strategies that may be used to assess learners at different stages in their educational journey.

Risk-taker

Learners will inevitably be assessed using different strategies and tools and become more confident as they engage in different forms of assessment. They will be courageous and honest when engaging in self-assessment and peer-assessment.

Caring

Learners will care not only about the product of learning but learn to care about their individual and collective journey – each step in the process of learning that has gotten them to a final point.

Rights and Responsibilities

At BISS Gausel, across both IB programs, students, parents, and teachers are entitled to certain rights and likewise have responsibilities which are outlined below:

	Rights	Responsibilities
Students	<p>Students have the right to:</p> <ul style="list-style-type: none"> Know what they are being assessed on (success criteria) Know how they are being assessed Know which areas they can improve on Be given opportunities to self-evaluate and reflect Be actively involved throughout the assessment process Be informed of their assessment performance/ results Receive feedback/feedforward in a language and style they can understand Advocate for themselves in relation to the results of an assessment Have provisions made on assessments on a case by case basis 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> Be actively engaged in and accountable throughout the assessment process Take ownership of their learning Recognise what they need to do to become lifelong learners To ensure all work produced is their own, and acknowledge all sources used during the production of their assessments
Teachers	<p>Teachers have the right to:</p> <ul style="list-style-type: none"> Receive appropriate guidance and training to feel like assessment capable practitioners Exercise their professional judgment in effective assessment Apply current educational research in assessment Contribute ideas to ongoing improvement of assessment practices within the school Implement assessment systems that are manageable 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> Be familiar with local and IB requirements regarding assessment Be familiar with the school's philosophy about assessment Ensure consistency in the design and implementation of assessment tasks Ensure consistency of assessment evaluation (standardisation) Effectively use assessment data to modify their teaching to best meet student needs Report assessment data with members of the school community Gather information about the individual student using appropriate assessments Be balanced and use a range of assessment strategies and tools Meaningfully engage with assessment data to help drive the learning and support UDL teaching Maintain confidentiality managing data safely
Parents	<p>Parents have the right to:</p> <ul style="list-style-type: none"> Be kept informed of their child's progress Have a clear picture of the school's assessment procedures Be informed of any official exam results 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> Support learning at home Inform teachers of any concerns about the child that may affect learning outcomes Be aware of and note any published exam/assessment dates (to ensure their child is at school)

IB and Local Requirements in Assessment

Assessment practices and procedures at BISS Gausel are designed, implemented and evaluated, taking into consideration IB requirements as well as the local educational requirements (LK20). IB Coordinators work together with the learning community to ensure these requirements are adhered to.

International schools must follow a relevant international curriculum. This can be designed according to a different structure than LK20 but must be consistent with the public school's plans. This implies among other things, that the school must have primary school education that includes religion, outlook on life and ethics, Norwegian, mathematics, foreign languages, physical education (including swimming), knowledge of the home, society and nature and aesthetic, practical and social education. The training must also include digital skills and programming (Det norskspråklige dokument 2020).

In Norway there are national requirements with testing for students in PYP5, MYP2 and MYP3. The purpose of these tests is to give schools knowledge about a students' basic skills in reading, arithmetic and English. The information from the tests shall form the basis for ongoing assessment and quality development at all levels in the school system.

Regarding students going to a new school, BISS Gausel supports the conversion of MYP grades to Norwegian grade boundaries so that individuals can apply for high school in the local system.

In the MYP assessments are moderated internally and externally through the Personal Project and e-Assessment (an optional component).

Tools and strategies for assessment

PYP - In the PYP teachers are encouraged to use a range of tools and strategies to support in the assessment and evaluation of student learning, ensuring there is a balanced approach as students are formally and informally assessed over time. Teachers use a range of assessment tools including but not limited to anecdotal records, rubrics, check-lists, continuums and exemplars.

Students, depending on grade level, may at times collaborate with their teachers in the co-construction of assessment tasks including rubrics and check-lists. This is intentionally done to support student agency and encourage ownership of learning. Assessment strategies used may include but are not limited to daily observations, open-ended tasks, selected responses and both process-focused and performance-based assessment tasks.

MYP - In the MYP teachers design, develop and conduct internal summative assessments. Each subject in MYP is required to be summatively assessed in each criterion for all strands at least twice each academic year.

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. Regular moderation of students work takes place to help ensure accurate assessment of the student's level.

In MYP 5 students are offered the opportunity to participate in externally moderated assessments in the form of eAssessments. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria and IDU assessment.

In the MYP a variety of strategies are used during formative assessment such as questioning, observation, self-assessment, peer assessment, and portfolio assessment. These strategies are used to assess student understanding and performance in a variety of ways. For example, questioning can be used to assess student understanding of a concept or skill, while observation can be used to assess student performance in a particular activity.

Self-assessment and peer assessment can be used to assess student understanding of a concept or skill, while portfolio assessment can be used to assess student progress over time. The strategies applied to summative assessments can include, but are not limited to, group tasks, individual projects, live presentations, performances, video/audio presentations, observed debates, essays and tests.

Types of Assessment

In the PYP at BISS Gausel, teachers are informed by assessment as learning, assessment for learning (formative) and assessment of learning (summative) and use a range of strategies to implement these. In the IB PYP there are four dimensions of assessment of learning: monitoring, documenting, measuring and reporting. Though emphasis is placed on the first two dimensions in the PYP which provide actional feedback to the learner, all 4 dimensions carry their own merit.

- **Monitoring Learning-** Monitoring student learning involves checking in on the progress of learning in relation to either personal learning goals established by/with the students or success criteria, which may have been set by the teacher or likewise, established in collaboration with the students. This may include questioning, written or oral reflections, informal/formal observations, discussions of learning with students and providing feedback/feedforward (oral or written comments on student work).
- **Documenting Learning-** Documenting student learning is a compilation of student work which provides evidence of every child's learning journey. This evidence of learning may take on a variety of media forms (physical or digital); it may include tasks completed in workbooks, journal reflections, assignments posted on Toddle or photos of individual student work and/or students engaged individually or in collaboration in learning tasks on Toddle. Student portfolios (on Toddle) celebrate and document each child's learning journey over the course of every academic year.
- **Measuring Learning-** Measuring learning is another dimension of assessment in the PYP that helps to capture what a student has learned at a particular point in time. It provides data for the teacher to analyse, informing further teaching and learning. A range of tools may be used by teachers to measure learning to help give a comprehensive picture of both student progress and achievement over time. In the PYP at BISS this includes at times, summative assessment tasks (i.e.: mini-math assessments, spelling tests) and likewise includes yearly external assessments (GL Assessment & National Norwegian testing).
- **Reporting Learning-** Reporting on student learning is another dimension of assessment in the PYP and describes the progress and achievement of the individual child. Reporting takes on various forms including but not limited to parent teacher conferences, student-led conferences (known as Shared Learning Days at BISS) and report cards. In the PYP at BISS report cards are done at the end of each academic year.

In the MYP at BISS Gausel, formative assessment is an important part of the Middle Years Programme (MYP) and is used to help students develop their skills and knowledge. Formative assessment is a process of gathering evidence of student learning and providing feedback to students to help them improve their understanding and performance. It is an ongoing process that takes place throughout the MYP and is used to inform instruction and guide student learning with a goal of improving their understanding and performance.

In the MYP, summative assessment happens during or at the end of distinct periods of teaching and learning process and is planned for in advance (except in MYP1 and MYP2 where it is ongoing with a small summative task). The students must have received instruction before a summative assessment. Each student is required to be assessed a minimum of twice a year against all four criteria of all strands - see Appendix 1. Assessments should be authentic and 'real world' focused. The use of a GRASP task or equivalent is not required, but recommended to ensure the students are fully aware of what is required of them. Summative assessments should:

- Take place during or at the end of a unit (MYP 3,4 and 5) and can be ongoing throughout the Unit (MYP 1 and 2)
- Give a clear insight into students developed understanding of the key concept explored over the course of the unit through completion of various small tasks in MYP 1, 2 and some of 3. In MYP 4 and 5 the assessment tasks may be 1 larger task containing multiple steps or strands.
- Assess the students' knowledge and skills acquired during the unit, which will be identified in the unit planning.
- Ideally, prompts students towards action (SA) and will be facilitated through the unit.

In addition, the MYP uses specific grade descriptors and grade conversion tables - see Appendix 2. Students are provided with task specific descriptors (rubric) that clearly identify the task requirements. In MYP4 and MYP5 students will be working towards completing their Personal Project, a requirement of the MYP Programme. In MYP 5 the students are offered the opportunity to participate in e-Assessments which are externally assessed, and which can result in an internationally recognised certificate - see Appendix 3.

Appendix 1

MYP Subject Criteria (ibo.org 2004)

Subject	A	B	C	D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Maths	Knowledge and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-life Contexts
Integrated Science	Knowledge and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Individuals and Societies	Knowledge and Understanding	Investigating	Communicating	Thinking Critically
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Physical Health Education	Knowledge and Understanding	Planning for a Performance	Applying and Performing	Reflecting and Improving the Performance
Interdisciplinary Unit	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying Skills	Reflecting	

Appendix 2

MYP Grade Descriptors and Boundaries (ibo.org, 2023)

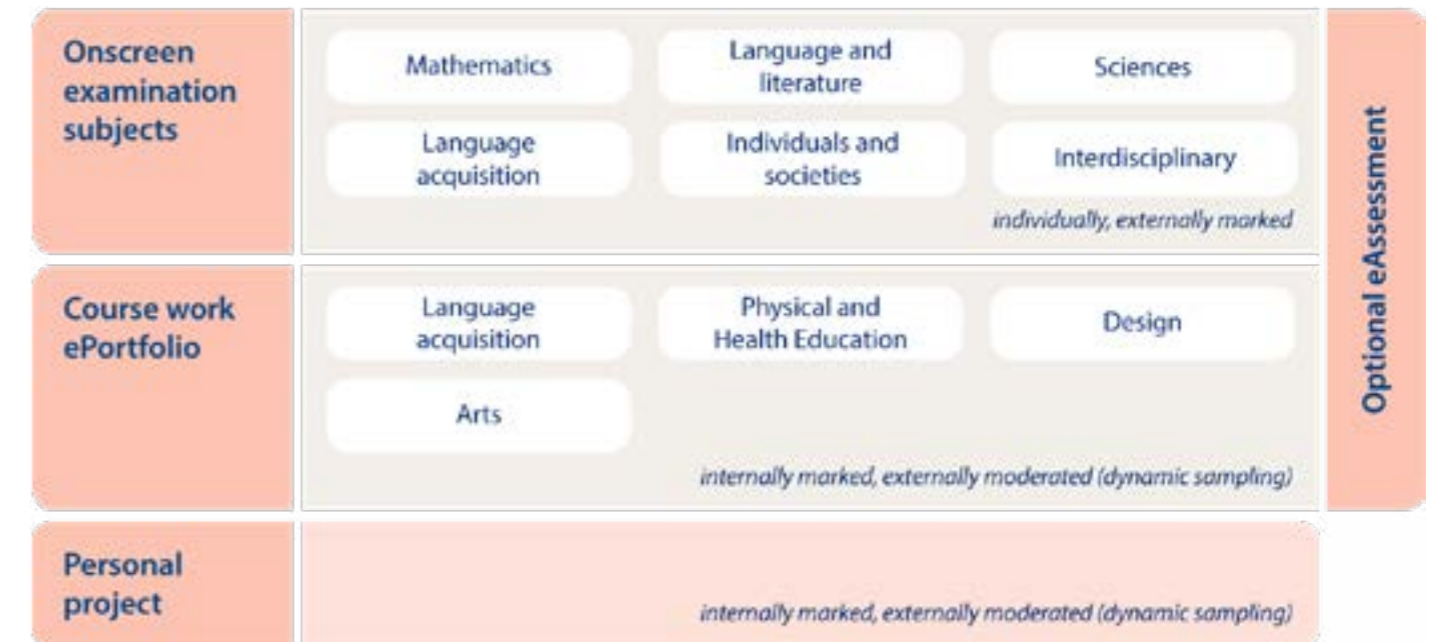
MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Our school uses the MYP 1–7 scale and the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	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 or creative 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. Communicates basic understanding of many concepts and contexts, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and 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. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar 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, nuanced 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.

Appendix 3

Overview of the eAssessment set up (ibo.org, 2024)





BISS GAUSEL
BRITISH
INTERNATIONAL
SCHOOLS
OF STAVANGER



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BISS Gausel - Gauselbakken 7 - 4032 Stavanger - Norway

Organisation No 92022315