



International School
of Hellerup



Assessment Policy

International School of Hellerup

International School of Hellerup

Primary & Middle School: Rygårds Allé 131, 2900 Hellerup

High School: Præstøgade 17, 2100 København

Tel: +45 70 20 63 68 | Email: info@ish.dk

Assessment Policy

Version 2.1 | Last updated: April 2026

Contents

Our Guiding Principles	4
IB Mission	4
ISH Vision	4
ISH Mission Statement	4
Assessment Policy	5
Our Assessment Philosophy	5
Assessment and the Learner Profile	5
Connections to other IB Policies	6
Assessment and Inclusion	6
Assessment and Language	6
Assessment and Admissions	6
Assessment and Academic Integrity	7
Assessment Rights and Responsibilities	7
Assessment at ISH	11
Monitoring and Measuring Learning	12
Giving and Receiving Feedback	12
Assessment Methods	12
Assessment Tools	13
PYP Assessment	14
PYP Assessment Criteria	14
MYP Assessment	17
DP Assessment	23
Cycle of Review	33
Appendices	34
Appendix 1: Grade Conversion	34
Appendix 2: Homework Policy	34
Appendix 2: IB Standards and Practices for Assessment	39
Appendix 3: Additional Reading	41

Our Guiding Principles

IB Mission

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 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.

ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values.

ISH Mission Statement

Our mission is to provide the highest quality education in a student-centred environment by empowering individuals to fulfil their human potential to become purposeful lifelong learners and responsible global citizens.

Assessment Policy

All IB policies are available on our school website under the ['School Policies'](#) page.

Our Assessment Philosophy

The primary aim of assessment at the International School of Hellerup is to support and promote student learning. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas, and to monitor and measure student progress. We believe that the written, taught, and assessed curricula are interlinked. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes, and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

Assessment and the Learner Profile

- **Knowledgeable:** We understand that effective assessment practice allows students to demonstrate in-depth knowledge and understanding across all subject areas.
- **Principled:** We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments. Teachers administer assessment in a clear, timely and just manner, ensuring that the rights of students are upheld.
- **Communicators:** We understand that assessment is about the communication of understanding, which can happen in many different formats. Assessments are communicated in multiple modes to ensure understanding. Feedback is provided, documented, and used by both students and teachers to ensure progression of learning.
- **Risk-takers:** Assessment involves risk, as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.
- **Caring:** Assessments are age, grade and ability appropriate and planned with respect to students' needs and identities. Assessment materials are always reviewed by teachers prior to sharing with students to safeguard students' well-being both physically and psychologically.

Connections to other IB Policies

Assessment and Inclusion

In the Primary and Middle Years, all assessments are developed through a universal design for learning. That said, some students are still entitled to further inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) for assessments, as required to address their needs. Differentiation is outlined in Inclusive Access Arrangement Plans (IAAPs) or Individualised Education Plans (IEP).

In the DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorisation is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students' Individualised Education Plans.

Assessment and Language

At ISH, all teachers are language teachers and all teaching and learning contributes intentionally to language development. Assessment of language learning is an ongoing process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking) are assessed regularly at levels appropriate to the students' language phase and ability.

Student language phase and ability are acknowledged and incorporated into the planning of assessments. In subjects where writing and reading in English are not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language phase progression. A range of formative and summative assessment measures is used.

Assessment and Admissions

In the Early Years, the previous pre-school submits an evaluation form and any school documents. In PYP 1-3, we assess admissions based on two years of report cards, an evaluation form and any school documents. For mid-year admissions, PYP 1-3 may be asked to come in to take an admissions test and interview with the PYP Coordinator and Admissions Officer.

From PYP 4-DP, admission is determined based on two years of report cards, admissions tests in both maths and English, an evaluation form and any school documents.

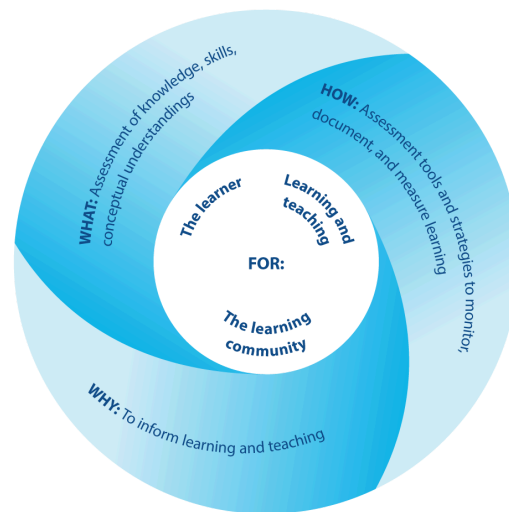
From MYP1 - DP2, an interview is also conducted. If it is a remote applicant, students are required to engage in a virtual meeting and complete their test under controlled conditions that are verified by a school representative in their current school.

Assessment and Academic Integrity

At ISH, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

Assessment Rights and Responsibilities

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments differ in each programme, all IB assessment methods are varied and fit for purpose.



Assessment, From Principles Into Practice 2019

We have a responsibility to:

- Understanding that assessment is central to the IB Programmes' goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts, and the development of approaches to learning.
- Understand that the development of knowledge, conceptual understanding, skills, and attitudes requires that teachers and students demonstrate assessment capability by

having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Rights	Responsibilities
<p>Students know when and under what conditions they will be assessed prior to the day of the assessment, and are given reasonable time to prepare.</p>	<p>Teacher</p> <ul style="list-style-type: none"> Communicates assessment dates and details on Toddle or Managebac to students and parents <p>Students and Parents</p> <ul style="list-style-type: none"> Follow communications and prepare as needed for assessments Ensure attendance in school to learn Communicate absences and arrange alternatives with teachers when absences cannot be avoided <p>Parents</p> <ul style="list-style-type: none"> Ensures that students have the opportunity and appropriate environment for study at home
<p>Students know each assessment's success criteria prior to the assessment</p>	<p>Teachers</p> <ul style="list-style-type: none"> Co-create, review and/or fine tune the success criteria with the students in a timely and clear manner Communicate success criteria in multiple modes <p>Students</p> <ul style="list-style-type: none"> Engage in the design of their learning goals and success criteria
<p>Students receive meaningful feedback to reach higher levels of achievement in their learning</p>	<p>Teachers</p> <ul style="list-style-type: none"> Give effective and timely feedback (including strategies to improve) and communicate learning progress Record feedback or create opportunity for students to record feedback to support student in applying the feedback Provide personalized feedback <p>Students</p> <ul style="list-style-type: none"> Use the feedback and multiple strategies to adjust their learning and identify where and when to make improvements
<p>Students have equal</p>	<p>Teachers</p>

<p>opportunity to reach the highest levels of the criteria</p>	<ul style="list-style-type: none"> ● Plan using Universal Design for Learning ● Differentiate and prepare the students for success ● Communicate success criteria early, thoroughly and clearly <p>Students</p> <ul style="list-style-type: none"> ● Continue to approach assessments with a growth mindset
<p>Students are assessed in the appropriate environment</p>	<p>Teachers</p> <ul style="list-style-type: none"> ● Assess the effectiveness of the learning environment on the student's learning ● Evaluate students' needs prior to the assessment ● Codesign assessment environment with Learning Support Specialists and English Acquisition specialists; and as often as possible, with students ● Guide students on appropriate assessment practices and behaviors, especially regarding mindset and academic integrity <p>Students</p> <ul style="list-style-type: none"> ● Prepare and behave appropriately in assessment situations ● Demonstrate academic integrity ● Contribute to an appropriate assessment environment ● Maintain a growth mindset
<p>Students are assessed with consideration to their individual learning profile, cultural and linguistic background</p>	<p>Teachers</p> <ul style="list-style-type: none"> ● Plan assessments in good time to allow for consultation with specialists and students ● Plan multiple opportunities for success throughout the unit and the assessments ● Use differentiated modes of assessments (portfolio, performance, written, oral etc.) ● Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualised/small group setting, use of assistive technology devices, etc., as needed <p>Students</p> <ul style="list-style-type: none"> ● Communicate who they are and what they need in order to learn to their teachers

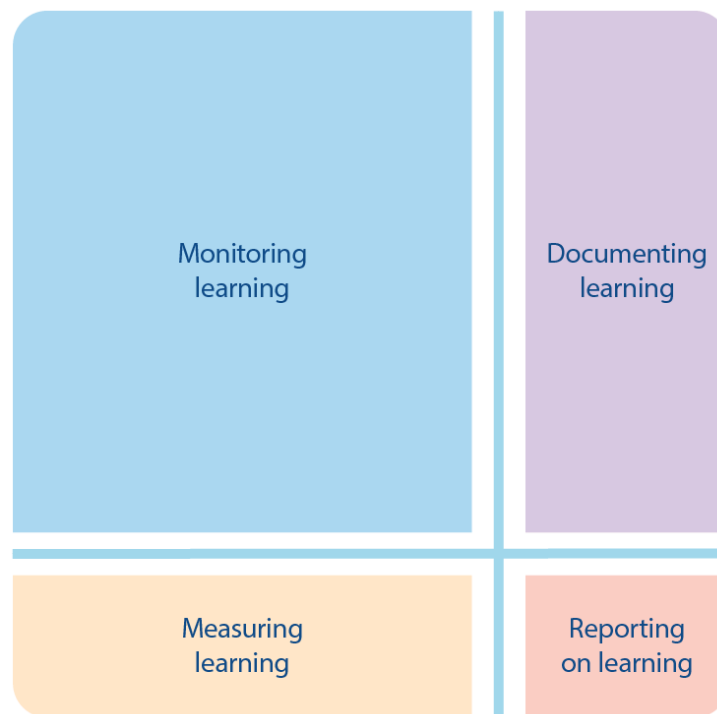
Rights	Responsibilities
<p>Families are informed about the nature of assessment</p>	<p>School Leadership</p> <ul style="list-style-type: none"> ● Engages parents about school’s assessment practices ● Facilitates opportunities for a dialogue <p>Teachers</p> <ul style="list-style-type: none"> ● Communicate assessment inclusive access arrangements early, thoroughly and clearly <p>Family Responsibility</p> <ul style="list-style-type: none"> ● Engage in dialogue with their ISH students about assessments ● Regularly check school management system for details of assessment ● Attend parent information evenings
<p>Families know the method of effective feedback</p>	<p>School Leadership</p> <ul style="list-style-type: none"> ● Informs parents about the various methods and platforms for feedback <p>Teachers</p> <ul style="list-style-type: none"> ● Communicate about whether the feedback is formal or informal ● Communicate learning progress regularly and in a timely manner
<p>Families know when and how students are to expect the assessment</p>	<p>School Leadership</p> <ul style="list-style-type: none"> ● Monitors communication on assessments ● Supports teachers through collaborative planning and reflection on developing consistent assessment practices <p>Teachers</p> <ul style="list-style-type: none"> ● Standardise grade level communication on assessments ● Communicate clearly and in a timely and consistent manner ● Use multiple modes to communicate assessment (in class orally and in a mode that parents can access)
<p>Families know the outcome of assessments and have</p>	<p>Teachers</p>

<p>access to the records of assessments</p>	<ul style="list-style-type: none"> Record student achievement and feedback on Toddle or Managebac in a timely and easily accessible manner
---	---

Assessment at ISH

At ISH, we ‘strive to provide secure learning environments in which the individual student is valued and respected. Learning experiences promote the development of attributes of the IB learner profile, and this is best achieved in a safe and supportive environment.’ (FPIP, 2022 update, 75)

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. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value.



(Assessment, *From Principles into Practice*, 2019)

Monitoring and Measuring Learning

Giving and Receiving Feedback

Effective feedback offers opportunities for self-reflection and taking action. Feedback on knowledge, concepts and approaches to learning supports students moving towards their learning goals (From Principles into Practice, Assessment, Feedback, 2020). When giving feedback, teachers focus on feedback on the learning process and feedforward on co-creating goals and next steps.

Feedback at ISH might be formal and/or informal and is given throughout the learning process. Types of feedback include teacher, peer, parent feedback and student self-reflection.



Feedback & Feedforward (*From Principles into Practice, Assessment, 2020*)

Assessment Methods

All assessment and the recording of assessments is based upon the IB philosophy on assessment. Assessment can be used *for* learning, *as* learning or *of* learning. The school uses different types of assessment to support students' learning process:

- **Pre-assessment:** Assessments used to determine existing knowledge and experiences.
- **Self-assessment:** Tasks in which students actively reflect on their performance on assignments.

- **Peer and group assessment:** Tasks in which students actively evaluate each other's learning by providing feedback.
- **Formative assessment:** Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.
- **Summative assessment:** Occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

Assessment Tools

A number of assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria.

Assessment strategies help us answer the question, “How will we know what we have learned?” The range of approaches selected provides a balanced view of the student.

- **Rubrics:** Established sets of criteria used for grading student’s 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. Rubrics can be developed by students as well as by teachers.
- **Benchmarks/Exemplars:** Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.
- **Checklists:** Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.
- **Anecdotal records:** Brief, written notes based on observations of students. These records are systematically compiled, dated and organized. In addition to other tools, they are used as evidence of student learning.
- **Continuums:** Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.
- **Class assignments, test/exam results:** Scores that provide data to allow teachers to identify students’ specific knowledge and understanding; track student progress and achievement; better support students’ further learning; and evaluate, plan and develop

the curriculum. These tools provide an overview of knowledge gained over a set period of time. Both internal and external tests are used.

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- **Performance based assessment:** Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.
- **Approaches to Learning skills assessment:** Evaluations of students' research, thinking, communication, self-management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.
- **Open-ended assessments:** Students are presented with a challenge and asked to provide an original response.
- **Portfolios:** An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection.

Grade level teachers use common assessment types, tools and strategies within the same area of learning.

PYP Assessment

An essential element in the PYP is assessment as a tool to guide instruction in a positive and meaningful manner. Each unit begins with an initial assessment to gauge students' prior knowledge and skills. The teaching and learning cycle utilizes relevant and authentic information derived from a wide range of formative assessments. Students are taught to be competent at self-assessment and their reflections are an integral part of their learning process. At the end of the units, students are asked to reflect on their experiences and make contributions to their portfolios.

PYP Assessment Criteria

This is the PYP assessment criteria used for developmental stages:

Level	Description
N	Not reported this semester. There was not enough assessment information.
Beginning	Demonstrates achievement in only a few of the expected learning outcomes. Considerable teacher support is needed.
Developing	Demonstrates achievement of some of the expected learning outcomes, but lacks consistency. Some teacher support is needed.
Secure	Demonstrates achievement of the expected learning outcomes. Little or no teacher support is needed.
Extending	Consistently exceeds expectations and learning outcomes. The student is performing at a higher level with little or no teacher support.

Recording and Reporting Student Assessment

Students and teachers make agreements on keeping record of assessments to document student academic performance, learning goals, questions reflection and evidence of learning using various formats, such as:

Digital Portfolio - The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Programme of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

Learning Journals and Logs - The purpose of learning journals is to record reflections and feedback of student learning

Early Years Report on Learning: *Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills (From Principles into Practice, Assessment, 2019).*

PYP Subject Scope & Sequence learning outcomes are matched to the Report on Learning to support what the child may have learnt. Teachers observe children's Learner Profile attributes and Approaches to Learning skills (ATLs) towards learning through classroom observations and anecdotal notes.

The Report on Learning is generally formulated by the Teacher to highlight what the child can do and is doing rather than what they can not do. A Report on Learning can function as a formative assessment in the Early Years.

For both reporting periods - A Report on Learning uses anecdotal narratives that document transdisciplinary learning moments that are presented to parents in separated comment sections in the report. It is not an average of the students learning from the beginning of the school year, but serves as formative feedback to guide the learning process. These narratives also contain benchmark language to describe a child's developmental stage - beginning, developing, secure and extending.

ISH Early Years Mid-Year Reports on Learning - Written in December and provide a summary of the child's progress up to that point. These reports include a written narrative and serve as formative feedback to guide the learning process.

ISH Early Years End of Year Reports on Learning - Written in June and are a summary of the child's progress through the year. They are not an average of student learning throughout the year. For example, if a child was beginning or developing the grade level expectations of one-to-one correspondence at the beginning of the year and is able to demonstrate this skill consistently in May or early June, the report would indicate this progress and that the student is now secure.

Written Report Card in the PYP (1-5)

The purpose of the written report card is to communicate student progress and development as IB Learners.

ISH Primary Mid-Year Reports - Written in December and are a summary of the child's progress to date. They include developmental stages, and a written narrative.

ISH Primary End of Year Reports - Written in June and are a summary of the child's progress through the year. They are not an average of student learning throughout the year. For example, if a child wasn't able to use full stops at the beginning of the year and is able to use them consistently in May or early June, the report would indicate this progress and that the student is now secure.

Co-creating Learning Goals with Students - The purpose is to implement student agency and help students see that they take ownership of their learning. Learners should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful. Students are usually more motivated to self-regulate their own learning. Students co-create learning goals throughout the school year and record them in their digital portfolio.

Conferences - Students' learning goals are presented during the parent-teacher conferences in October. Student-led conferences take place in spring. Students celebrate their learning growth

through performance and goals. Students share with their parents what they have done within the transdisciplinary themes across subject areas.

Exhibition - Takes place in spring. Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through the PYP 5. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

Online Data Management Systems - Systems such as Toddle and Fountas & Pinnell ODMS for reading running records are used to record and manage student assessment data.

MYP Assessment

The role of the IB MYP Teacher in Assessment

- Provides well structured, planned and prepared lessons that are consistently related to the skills required for success on assessments
- Empowers students with needed knowledge and opportunities to practice critical thinking and metacognitive skills needed to achieve in assessment
- Provides resources and support for each student to become involved in inquiry, using the tools and strategies that best fit the student's development and ways of learning.
- Maintains a learning environment that makes learning possible
- Presents students with the success criteria well before the assessment as part of formative preparation
- Provides opportunities to practice the assessment conditions (practice test, draft essay, practice speech, etc)
- Supports achievement on assessment by explicitly and implicitly teaching the approaches to learning (ATL) skills needed for success in assessment
- Teaches needed language for students to engage in the learning experience (vocabulary words, sentence starters, etc.)
- Communicates the dates of assessment to Coordinator and posts the dates of the summative assessment on Toddle or Managebac at least **two weeks before** the assessment is due
- Delivers feedback on learning experiences, formative and summative assessments in a timely manner; particularly that summative assessments are graded and reported to students and families within **two weeks** of submission.
- Ensures that required reasonable adjustments and inclusive access arrangements are provided consistently and as described in IEPs or IAAPs for students with

identified special educational needs

How Assessments Work at ISH

- The MYP includes eight subject groups. At ISH, students typically complete 9 subjects per semester. Each subject is equally valued in the MYP and is assessed in relation to four criteria.
- Students receive an overview of each unit and are informed at the beginning of the unit about the type of summative assessment and when it will take place.
- Task descriptions are presented to students in multiple modes (including in class and on Toddle/Managebac) with clear, concise student-friendly language.
- Achievement levels are determined using the IB prescribed and current, published IB assessment criteria, following standardization
- Teachers evaluate final achievement levels by assessing each individual student based on each assessment criteria a minimum of two times over the course of the school year (once in the first semester and once in the second semester per criteria strand).
- Documented data from learning experiences, formative assessments and summative assessments are used to inform a student's final achievement levels for each criteria through the MYP 'best fit judgment' approach.

Students also receive an effort grade, complete service as action and take part in the MYP 4 community project and MYP 5 personal project.

Best fit approach

The 'best fit' approach reflects the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. (*FPIP, page 92*).

A teacher's professional opinion is not a feeling or an educated guess; it is a conclusion that is grounded in multiple pieces of student work that the teacher has recorded and can present (not simply refer to) for review. A teacher can only apply a 'best fit' approach to the criteria achievement levels, not to the final grade.

Formative assessments take place throughout a unit of work and students receive recorded feedback through pre-assessment, self evaluation, peer feedback and teachers feedback during the course of the unit. Teachers provide feedback on tasks submitted to ensure student growth. Formative assessments take place to prepare students for the summative assessment.

Late submission

It is each students' responsibility to meet deadlines for all work.

Late submission of work is problematic. On the one hand, accepting late work from students can create a perception of unfair advantage. On one hand, it can create several disadvantages for the student who submits the late work. Despite this, the IB clarifies that an achievement level of '0' is only appropriate when work has been submitted and does not meet any of the levels of achievement for the criteria.

Late submissions may also relate to a well being or child safeguarding issue. When late submissions persist, our Wellbeing Leader, Student Support Team and Principal may be involved to assist for student success.

At ISH, we address late submissions using a restorative approach.

- **First late submission:** A discussion with the student by the subject teacher and a reflection by the student, followed by submission of work for marking.
- **Second late submission:** Student receives an N/A, discussion with student, reflection by student, incident report filled and email sent from subject teacher to parents, followed by submission of work for marking. Upon receiving the incident report, the advisor discusses the issue with the student and offers some advice and strategies for success.
- **Third late submission:** Student receives an N/A, meeting between the subject teacher, student and parents to address late submissions, followed by submission of work for marking. Subject teacher must take minutes and share with the Advisor, Principal and other relevant colleagues through an Incident Report
- **Late submissions in multiple classes:** When there are late submissions in multiple classes, a further meeting is held between the advisor, student and parent to create an action plan for student success. This is followed by submission of work for marking.
- **Continued late submissions:** If late submission continues even after these interventions, an intervention meeting will need to be held between the Well-being leader, Learning Support Teacher, Head of Student Support, or external support services, as relevant. This is followed by submission of work for marking.
- **Nonsubmission:** Students who do not submit summative work will receive an N/A and it will be noted on their report cards that they did not successfully complete the course. This will ultimately affect their ability to successfully complete the academic year. Continual lack of submission means that the student is not engaging in the program and this may lead to recommendations for alternative placement.

Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades (*FPIP, page 93*).

MYP Assessment Criteria

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

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Community Project	Investigating	Planning	Taking action	Reflecting
Personal Project	Planning	Applying Skills	Reflecting	-
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-
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 impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Design	Inquiring and Analysing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying for performing	Reflecting and improving performance

Personal Project in MYP 5

Students engage in 6-month, in-depth, independent inquiry into a topic and product of their choice. Each student is assigned a supervisor to support them through the entire process. Students defend their project as 'highly challenging' through a 15-page report which documents the project cycle. Throughout the project and in the report, students consolidate

their understanding and experiences gained throughout the middle years. Students reflect upon their enhanced understanding of the topic studied and of the development of their IB learner profile attributes.

Prior to submitting the report, students participate in an exhibition of their projects during the *High School Exhibition* event, early each spring semester. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the MYP.

Teachers internally assess the projects, which are subsequently submitted to the IB for moderation. Once moderated, the IB provides the grade report in the August following the submission. Certificates are sent to the school in September following the project completion.

Assessing MYP Subjects - Grade Descriptors

Grade	Description
7 (28-32)	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6 (24–27)	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5 (19-23)	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4 (14-18)	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3 (10-13)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support
1	Minimal achievement in terms of the objectives.

N/A	Not Yet Assessed.
INC	No grades are given

Assessing Effort

If a student is noted as an 'Emerging Learner' on their final effort grade, there must be evidence that the teacher has communicated this to the student, their advisor and parents, and has taken steps to support the student to develop the skills needed to practice effort. Teachers must also communicate with students when they begin to notice inconsistencies in their effort. When students do not improve, teachers seek support from advisors and parents, along with other relevant staff, particularly when students have identified special educational needs. Teachers always review Inclusive Access Arrangement Plans (IAAPs) and Individualised Education Plans (IEPs) to ensure that they have provided the required support to students with identified needs.

This is the rubric currently used to assess MYP students' effort:

Level	Description
Highly Committed Learner	This student is a <i>Highly Committed MYP Learner</i> because they demonstrate most of the grade level identified ATL skills independently and consistently
Practicing Learner	This student is a <i>Practicing MYP Learner</i> because they often demonstrate the grade level identified ATL skills independently, but inconsistently:
Emerging Learner	This student is an <i>Emerging MYP Learner</i> because they are dependent on regular intervention in order to demonstrate the grade level ATL skills

Assessing Service as Action

Learning outcomes for service as action are evaluated through the collection of qualitative data, usually consisting of photos, videos and student reflections. Whether through a unit task, an in-class reflection or personal reflection, students should consider their growth as a global citizen and community member through the service learning activity that they were assigned or independently chose to complete. Student *Service Action (SA) Reflections* should be recorded on Toddle or Managebac.

Recording and Reporting Student Assessment

Summative Assessments of Learning - Teacher feedback and achievement levels on student summative assessments (including the MYP 5 Personal Projects), ATL skills evaluations, effort grades and Service Learning are recorded and filed on Toddle or Managebac. Student summative work is also stored for the duration of their enrollment in Toddle or Managebac

Formative Assessment for Learning and as Learning - Formative tasks and feedback are stored as determined by each subject teacher and grade level advisor, as appropriate. Student work may be found on both physical and virtual platforms including, but not limited to:

- Arts process journal
- Interactive notebooks
- Google photos
- Youtube videos, blogs and other digital platforms
- Google Docs
- Toddle, among others

Learning Conferences/PTCs - Early in the academic year, subject teachers meet with individual students and parents to discuss student performance at the early stages of the year. These meetings provide an opportunity for early intervention and strategizing for student success.

MYP Progress Reports - Prepared in October, these reports provide an indication of students' efforts and identifies practiced ATL skills. In addition, teachers may share achievement levels on completed summative assessments, although this is not likely at this early point in the school year.

MYP Mid Year and End of Year Reports - In January and June, respectively, all subject groups report best fit judgment grades in relation to an evaluation of each of the assessment criteria. In the reports, teachers also indicate student effort and development of ATL skills. The reports include students' reflections upon their term goals and advisory comments.

Student Led Conferences - Throughout the year, students prepare a digital portfolio of work (on Toddle) and physical samples of work to share in a conference with their parents. This reporting method develops student confidence and agency in response to their learning. Through the conference, students deepen their understanding of the core elements of the MYP, enhance their communication skills, reflect upon and set goals for their learning.

DP Assessment

The Diploma Programme differs from the other IB Programmes as the majority of formal, summative tasks are assessed by outside examiners. Assessment for all DP tasks are criterion-related. As part of the IB Diploma, students participate in six subjects of study, as

well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). These core elements are integral parts of the Diploma Programme assessment.

The Diploma Programme teachers schedule assessments throughout the year on one centralised calendar, so that subjects are aware of, and respectful of, assessments in the Programme as a whole. This calendar is kept by the DP Coordinator, and accessible for students, families and teachers. Limits are placed on the size and number of assessments assigned to students in any given week. DP students' understanding is assessed at the end of the course and assessments are based on the whole course, not just aspects of it. Students are expected to be able to recall, adapt and apply knowledge learned throughout the two years of the programme to new questions and contexts.

In agreement with the principles of IB, assessment in DP subjects is implemented in a variety of forms:

Formative assessment is used by teachers to identify those areas that are in need of additional focus. Additionally, its results are essential for informing students on their academic progress. They often take a form of quizzes, tests, essays, written tasks, presentations, etc. Teachers keep record of the formative assessment results on Managebac. Frequency of formative assessment varies depending on the unit and subject.

Internal assessment (IA) is the DP-specific form of the formative assessment. Its nature varies from subject to subject. For instance, in experimental sciences it is implemented as a practical investigation carried out by a student. In Mathematics, it is an independent research resulting in a piece of academic mathematical writing. DP Internal Assessment tasks are assessed by the teacher and moderated externally. The moderation process is described in DP subject guides. Internal Assessment is criterion-based, that is the students success in completing a task is evaluated against a set of published criteria. The criteria for each subject can be found in the relevant subject guide. Teachers share the criteria with their students early in the course, when introducing the IA. The students should use the criteria regularly while working on their assignments. After a given task is assessed, a teacher should support the students by explaining where and why they failed to achieve the highest level for each criterion. Teachers are allowed to comment on one draft of student work.

Summative assessment takes place at the end of each semester both in year 1 and year 2 of the programme. The exam questions encompass most of the topics covered by that time. The format of the exam is close to that of the IB DP summative assessment.

Mock exams are held at the end of the third semester of the programme while the final DP Examinations are held in spring of the fourth semester of the programme. Examination conditions are explained to students before the examination period, and all IB guidelines for administering these examinations are strictly followed.

DP final exams are administered following mandated IB DP procedures and are held in May. Re-takes are held in November, if required. All subjects have Internal Assessment components which are subject to moderation by external examiners. After the results of the finals are issued, the DP coordinator arranges their analysis which is used as feedback to improve the teaching-learning process in the DP.

Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for all assessments in one or more subjects throughout the year. The procedure for identifying students' needs and granting access arrangements requiring authorisation is in compliance with the IB Access and Inclusion Policy requirements and are listed in the students' Individualised Education Programmes.

Assessing IB DP Subjects - Grade Descriptors from IB

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
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.
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.

	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 audience and 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 the audience and 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.
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 2 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.
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 1 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.
N/A	Not Yet Assessed.

Assessing Effort

This is the rubric currently used to assess DP students' effort at ISH:

Level	Description
Excellent	The Student: * Persistently learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. * Persistently expresses own thoughts confidently, creatively and in a positive manner; collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. * Persistently takes responsibility for his/her actions and their consequences. * Persistently works to understand own strengths and weaknesses in order to support own learning and personal development.
Good	The Student: *Consistently learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. *Consistently expresses own thoughts confidently, creatively and in a positive manner; collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Consistently takes responsibility for his/her actions and their consequences. *Consistently works to understand own strengths and weaknesses in order to support own learning and personal development
Satisfactory	The Student: *Mostly learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. *Mostly expresses own thoughts confidently, creatively and in a positive manner; Satisfactory Good collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Mostly takes responsibility for his/her actions and their consequences. *Mostly works to understand own strengths and weaknesses in order to support own learning and personal development.
Underperforming	The Student: *Occasionally learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. *Occasionally expresses own thoughts confidently, creatively and in a Underperforming positive manner; collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Occasionally takes responsibility for his/her actions and their consequences. *Occasionally works to understand own strengths and weaknesses in order to support own learning and personal development.
Insufficient	The Student: *Rarely learns independently and takes initiative, shows

	<p>enthusiasm and love of learning at the DP depth of knowledge required. *Rarely expresses own thoughts confidently, creatively and in a positive manner; Insufficient collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Rarely takes responsibility for his/her actions and their consequences. *Rarely works to understand own strengths and weaknesses in order to support own learning and personal development.</p>
--	--

Theory of Knowledge (TOK) Criteria for Essay

A	<p>Understanding knowledge questions: There is a sustained focus on knowledge questions connected to the prescribed title—developed with investigation of different perspectives and linked effectively to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.</p>
B	<p>Understanding knowledge questions: There is a focus on knowledge questions connected to the prescribed title—developed with acknowledgment of different perspectives and linked to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.</p>
C	<p>Understanding knowledge questions: There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing.</p>
D	<p>Understanding knowledge questions: Some knowledge questions that are connected to the prescribed title are considered, D but the essay is largely descriptive, with superficial or limited links to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are offered but are unclear and/ or not supported by effective examples.</p>
E	<p>Understanding knowledge questions: Knowledge questions, where present, are weakly connected to the prescribed title—the essay is descriptive. Quality of analysis of knowledge questions: Assertions are offered but are not supported.</p>
F	<p>The essay does not reach a standard described by levels 1–5 or is not a response to one of the prescribed titles on the list for the current session.</p>

Extended Essay (EE) Criteria

<p>A</p>	<p>Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</p>
<p>B</p>	<p>Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p>
<p>C</p>	<p>Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.</p> <p>Engagement with the process is evidenced but shows mostly factual information,</p>

	with personal reflection mostly limited to procedural issues.
D	<p>Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.</p> <p>Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</p>
E	<p>Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.</p> <p>Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.</p>

Creativity, Activity, Service (CAS) Progress

This rubric is used to report the progress of CAS students for each semester of the programme.

E	The student's CAS progress is excellent.
O	The student's CAS progress is on track
C	The student's CAS progress is concerning
A	The student's CAS progress is alarming

Reporting Student Assessment

DP Progress Reports - Prepared in October, these reports provide an indication of students efforts since August. Teachers share achievement grade levels on completed and assessed summative assessments and effort descriptors.

DP Mid Year and End of Year Reports - In January and June, respectively, all subject groups report best fit judgement grade. In addition, a separate exam grade is published which shows the grade taken at the end of term exams. In the reports, teachers also indicate student effort. The reports include students' reflections upon their term goals and setting new goals for the upcoming semester.

Student Conferences - In autumn and spring there are parent student conferences. Through the conference, students and families deepen their understanding of the core elements of the DP and discuss the progress towards the goals and how each participant can help the student achieve them.

Recording and Reporting Student Assessment

The Written Report - Secondary School Progress Reports are written at the end of the first semester and record assessment feedback. A Summative report is written at the end of the second semester. These are written comments about work covered, progress made, the student's attitude and grades.

Conferences

Parent-teacher conferences - Teachers use this opportunity to discuss student progress, to address any concerns and to help define the role of the parent in the teaching and learning process.

Student goal led conferences - Given that students are at the centre of their learning and assessment, they are also involved in the process of reporting their achievements. These conferences are designed so the student can share a portfolio of work with their parents and explain their progress, achievements and future goals.

External Examinations - Students in MYP 5 and DP 2 undertake formal assessments coordinated by the IB.

Assessment Grades

The different divisions of school use specific grading procedures in order to best reflect the level of the student's academic ability. In the MYP and DP, the 1-7 grading system recommended by the IBO is implemented. The final grade descriptors set out by the IB are described below.

Grade	Description
7	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.
6	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.
5	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.
4	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.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally 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.
2	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.
1	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.
N/A	Not Yet Assessed

Students and parents can view their assessment profile through individual password-protected online accounts on the ManageBac system. This allows them to have constant access to any feedback students receive. Teachers expect students and parents to check their grades and feedback regularly.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy will be published in January 2025 and will apply from January 2025 - June 2027. Policies will be updated every year by coordinators and reviewed after 3 academic years.

Appendices

Appendix 1: Grade Conversion

[Karactersystemet i International Baccalaureate](#)

Appendix 2: Homework Policy

Homework is assigned to students in order to solidify learning that occurred in the class. It is based on students' developmental levels. Homework expectations increase in time allocation and complexity according to grade level. Teachers should aim to set tasks that are accessible for their students and that will assist learning retention and allow students to demonstrate thinking and understanding. Students are responsible for ensuring that homework is completed and submitted in a timely manner. Teachers should collaborate within grade levels to ensure a balance in the homework expectations.

Primary School Homework Guidelines

Homework in the PYP encompasses a variety of activities instigated by teachers and parents/carers to support the children's learning.

Daily reading is seen as a fundamental part of homework for PYP children. PYP homework also consists of differentiated activities that reinforce children's recent learning. These are based on learning goals identified in student portfolios, parent conferences and up-to-date assessments.

The role of play and free time in a child's growth and development is also important, so homework should be balanced, particularly in the early years. Students in Primary School benefit very little from daily homework, except in Upper Primary (PYP4 and PYP5), where it has a more positive impact (Hattie, 2009), and also helps develop skills for future learning (see next section).

Project based homework is much less beneficial for Primary Students, and is used in Upper Primary to reinforce research and/or reflection skills.

The role of the parent in PYP homework

- Provide a regular time and space for completing homework
- Promote independence in the homework process
- Avoid marking or correcting the submitted assignment
- Notify the teacher if the homework is not at the right level for their child (too easy, too

difficult)

- Communicate with the relevant teacher upon their child's experiences and reactions towards their homework

Daily reading at home

Reading skills are developed through establishing a love of literature in a range of genres and forms. To support the overall language development, every student should read and/or be read to by his or her parents every day. Research shows that volume of reading is connected to attaining higher order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992).

Reading as homework for students with English as an additional language should also include regular reading in the child's first/mother tongue language. Proficiency in the child's first language determines the success of any additional languages learned. *Please refer to the [ISH Language Policy](#) for further details.*

PYP Subject and Specialist Learning

The homework approach is different for each specialist subject and/or support teaching (learning support and EAL), but it still follows the school and PYP homework philosophy. Specific homework is communicated by the appropriate teacher.

Pre-K and Kindergarten Homework Guidelines

- Daily shared reading and book exploration, both in English and mother tongue
- An emphasis on activities that support gross/fine motor skill development
- Regular hands-on activities that support development of early language and maths skills
- Activities that support the child's mental, physical, and social development
- Occasionally students may be given tasks that related to the current unit of inquiry or connect to students' personal interests

PYP 1 - PYP 3 Homework Guidelines

- Daily independent reading (10 minutes for PYP 1, 10-15 minutes for PYP 2, 15 minutes for PYP 3)
- Regular (daily, weekly or periodically) homework through a balance of tasks (hands-on/problem solving activities, written/oral, and online tasks)
- Total daily homework, including reading, should be moderate (maximum 30 minutes per day for PYP 3, 20 minutes for PYP 1 and 2)
- Occasionally students may be given tasks related to the current unit of inquiry, other

learning in the classroom or other tasks that are connected to students' interests outside the school

PYP 4 and PYP 5 Homework Guidelines

- Daily independent reading for 20 minutes
- Regular (daily, weekly or periodically) homework through a balance of tasks (hands-on/problem solving activities, written/oral, and online tasks)
- Recommended total daily homework is 30-45 minutes per day
- Assignments connected to the current unit of inquiry or tasks that are connected to students' interests. Those tasks involve research and/or reflection skills.

PYP5 Second Semester - Additional Guidelines:

- To support the Exhibition, students should research global issues at home in addition to other homework.
- The assignments are more complex and more time is given to complete them. This helps students to learn and develop forward planning skills, resilience, and organisation skills, in preparation for MYP.
- Tasks start to be assigned and submitted via Toddle, including more than one distinct assignment a week.

Middle School Homework Guidelines

In middle school, teachers assign homework that helps students to gain skills, abilities, and understanding.

We hope to instill in students a positive attitude toward schoolwork. We also want to deepen the connection between school and home environment. We strive to improve students' self-concept and approaches to learning in order to optimize their capacity to learn.

Homework and student well being

Students need to be calm and ready for homework in the same way as they need to be ready for the school day. Providing a calm, consistent and supportive environment is key to a student's success.

At ISH, we prioritise student well being and monitor homework to ensure that it does not prevent:

- Students from spending quality time with their families
- Students time to play outside, create or dive into their passions
- Students from getting adequate sleep

Homework timings

Parents should also alert the school if their child is working on tasks for far more time than is recommended. A student overworking can be a sign of distraction, overwhelm, procrastination or lacking ATL skills.

Recommended time to spend on homework

MYP 1-2: 60-70 minutes per day

MYP 3: 80-90 minutes per day

MYP 4: 1.5 hours-2 hours per day plus 1 hour a week during the period of the Community Project

Homework planning

Teacher present homework in the following way:

- Present it in class
- Post it on Toddle with a deadline and 'Homework' or 'HW' in the title
- Take questions from students to ensure understanding
- Set the due date for the day listed on the homework chart

Types of Homework

- Learning experiences such as review and practice
- Formative Assessment
- Summative Assessment

A note on Academic Integrity

Homework is an opportunity for students to practice new skills independently. Parents are encouraged to guide, not provide answers, allowing students to develop problem-solving skills and take ownership of their learning.

Students must ensure that the work they submit reflects their own understanding. Academic integrity is essential, and using unauthorised resources or copying others' work violates our school's values.

By fostering academic integrity at home, parents help students grow into ethical, responsible learners, preparing them for future success.

Homework in the Diploma Programme

Guidelines for homework in the DP

Homework is an integral aspect of the programme and supports learning in the classroom. Students are expected to complete approximately 2 to 3 hours of homework per evening. A weekly workload amounts to 12-15 hours per week.

ManageBac is used as a general communication, assessment and reporting platform. All homework is assigned and submitted onto ManageBac. Homework which is not submitted by the deadline is assessed and feedback is given to the student, but in Managebac a 0 is awarded. Parents will be contacted if homework submission becomes an issue.

How homework is delivered in MYP 5 and DP

Homework should be delivered via a manageable schedule, with clear dates and timelines. Homework, as per classroom tasks, should be appropriate for a student's learning needs, so that they can complete the assignments independently. The learner should receive timely and actionable feedback on their learning, either from their peers or their teacher, as soon as possible.

Appendix 2: IB Standards and Practices for Assessment

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Approach to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approach to Assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

- PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)
- MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)
- DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)
- DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

- MYP 1: Teachers standardise their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
- DP 1: Teachers standardise their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

- DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways

that value academic integrity and reflect as much accuracy as possible.
(0404-03-0331)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

- MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)
- DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

Appendix 3: Additional Reading

[Assessment principles and practices—A guide to assessment for students and parents/guardians](#)