

# **MYP and DP Assessment Policy**

## Table of contents

Introduction to Assessment at ISAlmere .....	3
Reporting assessment.....	3
Deadline for summative assessment tasks .....	4
Academic integrity .....	4
Standardization.....	4
Test weeks .....	4
Catch up tests.....	4
SEN students.....	5
MYP Assessment.....	5
Components of the assessment process: .....	6
IB description of MYP final grades.....	7
MYP certificate.....	7
DP Assessment.....	8
Short description of CAS, EE and TOK and their specific assessment details .....	10
Award of the IB Diploma.....	11
Physical education assessment for DP students.....	11

## Introduction to Assessment at ISAlmere

In the first part of this assessment policy you will find an overview of general policies for assessment, which apply, to the Middle Years Programme (MYP) as well as the Diploma Programme (DP). In the second part you will find a detailed overview of assessment in the MYP and in the DP. Assessment at International School Almere is part of the teaching and learning process. The aim is to support students to improve their learning. The focus is on assessment for learning. Teachers use assessment tasks to give feedback to the learning of the students but also to inform further development of the subject curriculum.

**Formative and summative** assessment opportunities offer feedback on student's strengths and points that need improvement.

**The formative assessment** monitors the student's progress. It gives the opportunity for reflection and give information to student about the areas that need improvement and for teacher to reflect on teaching methods and to adapt the instruction to the student's need. Small tasks in class like questions or small quizzes can be examples of formative assessment, which can be given without prior notice.

**The summative assessment** in the MYP is aimed to determine the level of achievement of a student at the end of a unit of work or stage of the course. Examples: essays, lab reports, presentations, debates, tests, blogs, performance etc. These levels are converted into grades (1-7) using the grade boundaries specific to each subject group. For DP summative assessment is aimed to determine a final grade. For the DP the feedback is given as grades (1-7) using percentages or the grade boundaries specific to each subject.

All students in the IB programmes are assessed with grades from 1 to 7, with 7 representing the highest grade.

## Reporting assessment

Report cards are handed out at the end of each of the three terms of the school year. All assessments and reporting are documented on ManageBac.

**MYP:** The first report cards includes the criteria levels, effort grades and subject teacher comments whereas the following report cards will also state the students' projected Final Grade in the subject. *In the first report card* it is possible that not all criteria for all subjects are assessed. There is an exception made for MYP5 where all criteria will be assessed by the first report for the onscreen exam subjects.

*The second report card* includes the mentor comments and achievement levels, final grades and feedback on service in action.

*The third report card* includes mentor comments, subject teacher comments, achievement levels, final grades and feedback on service in action. For MYP5 personal project feedback is also included. For MYP5 students, a separate Mock exam report card is published in February.

**DP:** The report cards include final grades, effort grades and subject teacher comments for each subject, including the progress on Theory of Knowledge, Extended Essay and Creativity, Activity and Service. For the students of the first year of the programme, *Report cards or Progress reports* are published in December, March and June.

For the students of the second year, Report cards are generated in November and March.

For the DP2 students, a Mock exam Report card will be published in February.

For both programmes, the Final Grade earned at the end of Term 3 represents an overall

judgment of the students' work throughout the entire school year, and the Final Grade, in conjunction with other requirements, is used to determine whether or not a student is promoted to the next year group. (please see Promotion policy MYP and DP).

## Deadline for summative assessment tasks

There is a clear policy for students not submitting summative assessment tasks in MYP and DP according to the deadline. Please find an overview of the **deadline policies** on our website.

## Academic integrity

At ISAlmere academic integrity is emphasized with authentic formative as well as summative assessment tasks. Students are taught the importance of academic integrity through workshops and subject specific guidance. There is a clear referencing and citing expectations for each year level. At the school the Modern Language Association (MLA) referencing convention is used. If a student is plagiarising within a summative assessment task, depending on the year level the student will have a conversation with the teacher and be asked to redo the assignment without using any research tools. For further information please refer to our **academic integrity policy**.

When components are submitted to the IB for assessment, the subject teacher/supervisor must authenticate the student's work. This can be done **ONLY** if the teacher sees development of the work in lessons during the two school years. Therefore, it is crucial that students show stages of their work during the school year and does not show only the final product. In case of non-authentication, the work will not be submitted to IB. As a consequence, a grade will not be awarded for that component and therefore, the DP diploma or MYP certificate will be not awarded.

## Standardization

In both programmes all assessments are standardized within the subject group. Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.

## Test weeks

Test weeks are conducted two times in the year. In November, MYP5 and DP students have a test week and in June MYP4 and DP1 students have a test week. This way students get used to exam conditions and a wider range of topics that will be assessed. For MYP4 and 5 the students are exposed to digital assessment using **AssessPrep** in order to prepare them for the e-assessment (onscreen tests) at the end of MYP5.

## Catch up tests

If a student is not there for a test on the day the test is scheduled then parents need to inform the school beforehand. If no e-mail has been received from parents then the student will receive a 0. If a student is excused for the test date then the student has one week to make up the test. This is the only opportunity for the student. If the student does not take the opportunity then this will

result in a 0 for the test, unless of course there is a very valid reason.

The teacher must inform the student via ManageBac regarding the time, date and study topics of the test. For more information, refer to the **Catch up test guidelines**.

## SEN students

Students with special educational needs are given extra time or a computer to do the test depending on their diagnoses. In order for students to receive extra time an official document need to be presented to our school psychologist. For MYP and DP exams the IB needs to approve the documentation of the students to receive extra time. For students who are in phase 1 or 2 in English language acquisition, only a subject comment is provided in the report card if the levels achieved are below 3 for all subjects for the first 6 months of the school year.

For students who are not proficient in English:

The students placed in an English language acquisition class in phase 1 or 2 do not get awarded an achievement level (especially if it is below 3) in subjects where the performance in various subjects is inhibited by the language barrier. The students instead receive subjective comments on where they have improved and what they should focus on next time. The subject teachers are supportive, give them time to acclimatize with the subject requirements and then after 6 months achievement levels are being awarded. Parents are also kept informed of the progress of their child in the English language acquisition skills.

## MYP Assessment

At the International School Almere, the IB Middle Years Programme system of assessment is followed. The MYP format of assessment is known as a “**criterion related**”. This means that the students are evaluated against **subject-specific criteria** and are not evaluated against their peers. Each subject group is assessed across four criteria. Students can receive a maximum achievement level of 8 in each criterion. A brief description of the criteria can be found in each of the reports published. The criteria are the same amongst all MYP schools worldwide. Students are **assessed at least twice** per strand within each subject group during the school year. In order to determine a final grade all criteria need to be assessed. Teachers use the **best-fit approach** to determine a final grade. In order to determine the best -fit a teacher reviews all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the student’s ability. Additionally, if a student receives more than two levels of achievement per criteria, teachers can use the highest sustained level approach to determine the final level of achievement for that criterion. This represents the level that the student was able to reach the most throughout the year.

## Components of the assessment process:

Components	Short description
<b>Final grades</b>	The Final Grade is a score that ranges 1-7, where a 7 is the highest grade and a 1 is the lowest. The Final Grade is calculated by adding the students' level of achievement for each criterion in a subject and then applying the grade boundaries. At the end of term 2 and 3 students will be assessed for each assessment criteria in order to be awarded a final grade. See below a table with the descriptions of the final grades.
<b>Service as Action</b>	Participation in Service and Action projects is a requirement and expectation for all students at ISAlmere. Students must successfully complete the appropriate community and service requirements during each year of the MYP. (see SA booklet)
<b>IDU (interdisciplinary understanding)</b>	In each MYP year, students will have a IDU assessment combining two subjects. The assessment will appear on the final report for all year groups.
<b>Mock Exams</b>	At the end of January all students of MYP5 will have a mock exam for the following subject: Lang and Literature (Dutch, English), Individuals and Societies, Mathematics (core and extended), Science and IDU. A past exam will be used for each of the subject and with the help of the mark schemes provided the teachers will determine all levels of criteria for all subjects. The mock exam is used to have an additional grade on the report card but also for prediction of the subject for the May exam session.
<b>e-Assessment</b>	The school participates in the e-assessment as a final externally assessed tool for all MYP5 students, earning a formal, internationally-recognized certificate if the students meet the success criteria (see criteria below). The school offers the following subjects: <b>Onscreen exams:</b> Lang and Literature (English A, Dutch A), Individuals and Societies, Integrated Science, Mathematics (Math and Math Extended), Interdisciplinary learning <b>E-portfolio:</b> Language acquisition: English B, French B, Spanish B, Dutch B Students choose one subject out of: Product Design, Drama, Music, Visual Arts
<b>Predicted grade</b>	Predicted grades are given to the IB for the onscreen examination subjects. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject in the onscreen exam, based on all the evidence of the candidate's work, the mock exams and the teacher's knowledge of IB standards.

## IB description of MYP final grades

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 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.
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.

## MYP certificate

Candidates for the internationally-recognized IB MYP certificate must complete eight eAssessments.

There are:

- on-screen examinations in:
  - Mathematics
  - Language and literature
  - Sciences
  - Individuals and societies
  - Interdisciplinary learning

- ePortfolios (coursework) in:
  - Language acquisition
  - Physical and health education, Arts, or design
- the MYP Personal project.

The maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment. Students must achieve a total of at least **28 points**, with a grade of '3' or higher in each eAssessment component, to be eligible to receive the IB certificate.

## DP Assessment

In the table below are *the components* used in the assessment process at International School Almere. The abbreviations used are Diploma Programme (DP), Community, Activity and Service (CAS), Extended Essay (EE), Theory of knowledge (TOK).

Components	Short description														
<b>Grades</b>	<p>The progress is assessed with grades between 1 and 7. The grades are calculated based on percentages or overall grade boundaries from the IB last subject report. When percentages are used, the grades are as following:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>0-14%</td> <td>1</td> </tr> <tr> <td>15-29%</td> <td>2</td> </tr> <tr> <td>30-43%</td> <td>3</td> </tr> <tr> <td>44-57%</td> <td>4</td> </tr> <tr> <td>58-71%</td> <td>5</td> </tr> <tr> <td>72-86%</td> <td>6</td> </tr> <tr> <td>87-100%</td> <td>7</td> </tr> </tbody> </table>	0-14%	1	15-29%	2	30-43%	3	44-57%	4	58-71%	5	72-86%	6	87-100%	7
0-14%	1														
15-29%	2														
30-43%	3														
44-57%	4														
58-71%	5														
72-86%	6														
87-100%	7														
<b>Progress comments for EE and TOK</b>	The EE and TOK works are divided throughout the two years according to the school calendar. The progress is commented by the supervisor/teacher in the report cards. The final EE and TOK are externally assessed using the IB assessment criteria. They contribute to the final number of points.														
<b>Final grades</b>	A final grade is given at the end of each term, representing the best fit of the grades obtained by the students from the beginning of DP1.														
<b>End of year Exams</b>	At the end of DP1, the students sit an exam for each chosen subject. The exams includes questions from all the topics studied in year 1. The main role of these exams is to expose students to exam conditions, as practice for the May examination session at the end of year 2.														
<b>Mock Exams</b>	In January of the second year of the programme, the students sit a mock exam for each chosen subjects. The results are given as a grade on the scale 1 to 7, with 7 being the highest grade, using the grade boundaries specific to each subject. The exams include questions from all the topics studied from the beginning of the programme. The subject teacher marks the exams according to the IB official mark schemes A mock exams report card is produced by the school, in order to														

Components	Short description
	<p>give student and parents an accurate overview of the preparation stage of the exams and information on the topics and skills which still need to be developed.</p>
<p><b>Two-years calendar</b></p>	<p>The school sets internal deadlines for different stages of the internally and externally assessed components of each subject (internal assessments, written tasks and assignments, TOK presentations and essay, CAS, EE), which are mentioned in the school calendar.</p> <p>In order to spread the deadlines and give students an opportunity to deliver quality work the school has organised a <b>deadline calendar</b> that is distributed across the year. It is important for students (and parents) to be aware as it is crucial to meet all the deadlines mentioned in the calendar.</p> <p>The school <b>deadlines policy</b> is applicable for Internal Assessments, Written assignments, Written tasks, Extended essay, TOK essay.</p>
<p><b>Predicted grade</b></p>	<p>Predicted grades are given to the IB for all subjects in the month of March of the second year of Diploma Programme. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject in the exam, based on all the evidence of the candidate's work, the mock exams and the teacher's knowledge of IB standards.</p> <p>During the two years programme, the student can request predicted grades for the further studies admission process. For all subjects, predicted grades might be subject of change depending on the quality of completion of IB examination components and student achievements of skills and knowledge in preparation for the IB exams.</p>

*The internal assessments* are completed by the student during the course, assigned by the teacher and moderated by the IB. There are internal deadlines mentioned in the two-year calendar.

In the **May session**, the students sit *external examinations*, which are externally assessed. The school offers a **November session** for the school retake students only.

*CAS, TOK and EE* are at the core of the programme. The specific tasks will be described briefly in this booklet.

In the table below there is a short description of the internal and external assessment and their weightage to the final grade of each subject.

## Short description of CAS, EE and TOK and their specific assessment details

Component	Short description	Requirements	Assessment
<b><i>Creativity, Activity and Service (CAS)</i></b>	<p><b>Creativity</b> can be defined as arts, and other experiences that involve student's creative thinking, experimenting and expression.</p> <p><b>Activity</b> can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the student.</p> <p><b>Service</b> can be defined as an unpaid and voluntary exchange that has a learning benefit for the student, while maintaining the rights, dignity and autonomy of all those involved.</p>	<p>Students will reflect on their CAS experiences <u>before, during and after</u> an activity. (With evidence of the achievement of the eight CAS learning outcomes)</p> <p>Students will receive their DP diploma <u>only</u> if the CAS is completed, as it is compulsory and at the core of the DP.</p>	Students are expected to complete a CAS portfolio as evidence of their CAS engagement and achievement of the learning outcomes.
<b><i>Extended Essay</i></b>	<p>The EE is an in-depth study of a focused topic chosen from the list of approved DP Subjects — normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.</p>	<p>A 4,000 word study of a topic of special interest while having a teacher as an advisor</p> <p>It is a mandatory component of the IB diploma.</p> <p>Essays will be assessed externally</p>	Essays are externally assessed against five general assessment criteria and the maximum score possible is 34.
<b><i>Theory of Knowledge</i></b>	<p>The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?</p>	<p>The TOK course takes about 100 hours over two years and is a mandatory component of the IB Diploma.</p>	TOK and EE combined can add up to three points extra to the total IB Diploma result.

## Award of the IB Diploma

(Excerpt from IB Handbook of procedures for the Diploma Programme)

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

- 1. CAS requirements have not been met.*
- 2. Candidate's total points are fewer than 24.*
- 3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.*
- 4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.*
- 5. There is a grade 1 awarded in a subject/level.*
- 6. Grade 2 has been awarded three or more times (SL or HL).*
- 7. Grade 3 or below has been awarded four or more times (SL or HL).*
- 8. Candidate has gained fewer than 12 points on HL subjects.*
- 9. Candidate has gained fewer than 9 points on SL subjects.*

## Physical education assessment for DP students

The school offers Physical Education to DP1 and DP2 students. The aim is to provide CAS opportunities, to enjoy high energy, relaxation and fun. This provides for holistic and balanced educational activities that the DP students need.

The students have 60 minutes of Physical Education lessons per week. All students are expected to join all activities and follow the program completely. In the report cards, each student will get an effort grade as well as a written comment from the subject teacher. The students do not have to prepare/study for lesson, but only to take part and enjoy to have a balanced week.

If one of these activities is used as CAS experience, the student will show evidence and reflection on ManageBac as any other CAS activity. In this case, the Physical Education teacher is the CAS supervisor.