

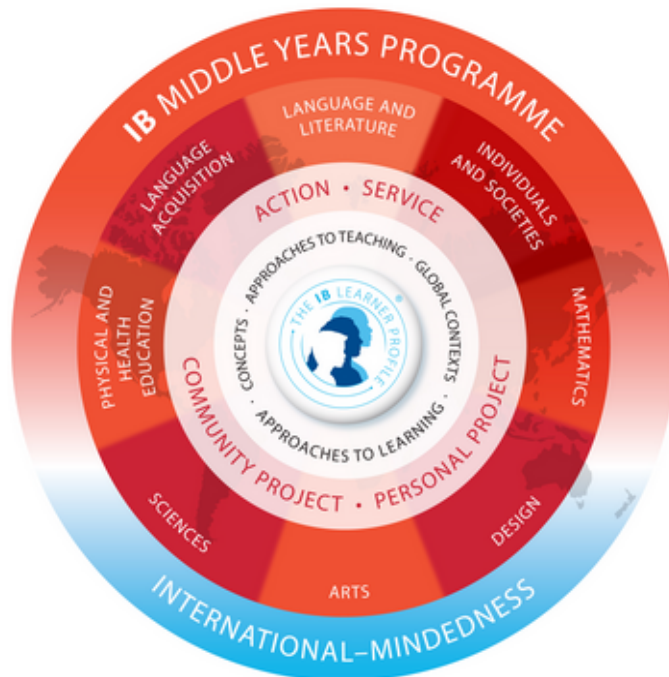


I. S. B.

The International
School of Belgrade

Founded 1948.

The ISB Middle Years Programme Assessment and Academic Honesty Policy



(Programme model from the IB MYP FPIP, September 2014)

As an IB World School that offers three IBO Programmes, ISB has developed the assessment and academic honesty policies based on the IB philosophy and principles.

Assessment Philosophy

Assessment is a continuous process, used by teachers-and students to provide on-going feedback about learning and opportunities to set goals. It is an integral part of the learning process; it is both authentic and meaningful to student development, and aims to support and encourage learning. It is seen as a way to gauge what a student knows, understands, and can do, and is used by teachers to inform and develop their practice and approaches to teaching.

Assessment policy

- Assessment is integral to planning, teaching, and learning
- Assessment is on-going and comprehensive, using a balanced range of strategies and methods, and both formative and summative approaches
- Assessment is authentic and requires the application of knowledge, understanding, and skills to address real-world situations
- Assessment is differentiated and allows for students to demonstrate their learning in various ways
- Assessment is holistic and criterion-based
- Assessment criteria are shared with the students in a developmentally appropriate manner
- Students play a role in clarifying assessment criteria through the use of peer and self-assessment
- Assessment includes opportunities for students to practice and demonstrate their development of the approaches to learning skills
- Assessment data is used to provide timely and usable feedback
- The assessment process allows for meaningful reporting to parents about student progress

Review policy

This document was last reviewed in November 2015; reviews are scheduled on a 5-year basis or as needed to in consideration of program changes.

“ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators”

MYP Assessment Principles and Practices

- The school uses IB published subject specific assessment criteria from the official MYP subject guides.
- The criteria operate on a continuum so that students in Grade 6 are assessed according to the objectives to be reached by the end of MYP 1; students in Grades 7 and 8 are assessed according to the objectives to be reached by the end of MYP 3; and students in grades 9 and 10 are assessed according to the objectives to be reached by the end of MYP 5.

Subject Specific Criteria (SSC)

- The SSC provide assessment details regarding learning objectives.
- Each subject group has four criteria.
- The criteria contain descriptors that correspond to a scale of 0 to 8 and indicate a student's *level of achievement* for each learning objective.
- The levels of achievement represent a continuum of learning within a year as well as throughout the whole MYP, from grades 6 through 10.

ISB Quarter Reports

- Report cards are issued to parents electronically (or in hard copy upon special request) at the end of each quarter.
- Report cards for quarters 1 and 3 are followed by Parent-Teacher-Student Conferences, which students are expected to attend.

Levels of achievement and MYP grades

- Report cards for all quarters indicate the cumulative levels of achievement for the criteria and take into consideration the most consistent performance up to that point in the year.
 - Levels of achievement are based on *summative assessments* that describe the student's *performance* by the end of quarter.
 - Summative assessments are complemented by the programme's special emphasis on *formative assessments*; which measure the *progress* of the student throughout the year.
- Each criterion is assessed at least one time by the end of quarter 2 and at least 2 times by the end of quarter 4.
- Report cards for quarters 2 and 4 include an MYP grade based on MYP grade boundaries.

"ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators"

Conversion of the SSC levels of achievement to MYP grades

- MYP grades are on a scale from 1-7.
- These grades are calculated by combining the cumulative levels of achievement for all criteria in quarter 2 and quarter 4.
- This combined total of levels of achievement is out of 32 (four criteria with maximum achievement level of eight)
- The combined total is converted from levels of achievement to a subject grade using a conversion table.
- The numbers on the 1-7 MYP grade scale represent descriptors of what the student knows, understands, and can do (shown in the tables on the next page, with a highlighted example)
- These grades are based on *summative assessments* that describe the student's *performance* by the end of each semester. This is complemented by the programme's special emphasis on *formative assessment* during the different stages of the learning process, which measure the *progress* of the student throughout the year.

Comments

- Teacher comments focus upon academic progress.
- Teachers include feedback on the student's strengths, areas in need of improvement, suggestions for improvement according to discipline-specific learning objectives, and guidance for growth and self-efficacy.

Exams

- Levels of achievement for the exams in grades 8, 9, and 10 are listed separately and are factored into the semester levels of achievement for the criteria which were assessed in the exams.

Enrichment Courses

- Enrichment courses offered in grades 6-8 and elective courses in grades 9-10 are graded on a scale of 1 to 7 according to learning objectives and criteria established by the enrichment/elective teacher.
- Teachers provide comments regarding the skills and concepts mastered, and strengths and areas of improvement during semester 1 and 2.

"ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators"

Sample calculation and conversion from criteria levels of achievement to MYP Grades

Criteria	Levels of achievement
A	5 on a scale of 8
B	4 on a scale of 8
C	6 on a scale of 8
D	4 on a scale of 8
Level of achievement TOTAL	19 on a scale of 32
MYP grade	5

Level of achievement TOTAL	MYP Grade	Descriptors: A student with this MYP grade has given evidence that s/he ...
1–5	1	<ul style="list-style-type: none"> • 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. • Is very inflexible with knowledge, rarely using knowledge or skills.
6–9	2	<ul style="list-style-type: none"> • Produces work of limited quality. • Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • Infrequently demonstrates critical or creative thinking. • Is generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10–14	3	<ul style="list-style-type: none"> • 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.
15–18	4	<ul style="list-style-type: none"> • 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.
19–23	5	<ul style="list-style-type: none"> • 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.
24–27	6	<ul style="list-style-type: none"> • 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.
28–32	7	<ul style="list-style-type: none"> • 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.

“ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators”

MYP Personal Project

- Students undertake the Personal Project in Grade 10.
- It is a culmination of the student's MYP experience, and is intended to demonstrate their abilities to investigate an area of interest through independent study.
- Students must shape their investigation around one of the Global Contexts, and show their ability to apply their knowledge, understanding, and skills practiced and developed throughout their MYP experience.
- Their Personal Project may take the form of a research essay, constructed object, artistic production, investigation or presentation. This project is excellent preparation for the rigor of the Diploma Program's Extended Essay.
- The learning objectives of the Personal Project are based on four criteria (shown in the table below).
- A student's level of achievement for each criterion is represented by a number on a 0-8 scale.

Subject Specific Criteria for the MYP Personal Project
Criterion A: Investigating
Criterion B: Planning
Criterion C: Taking Action
Criterion D: Reflecting

Homework

Students are assigned homework for many reasons, including:

- Becoming more familiar with the concepts and content
- Reinforcing skills introduced in class
- Reflecting on in-class learning experiences
- Extending classroom learning
- Using resources and equipment, that are more easily accessible at home
- Continuing individual and collaborative learning opportunities beyond subject period constraints

All assignments have a due date. If the assignment is not completed by the due date, the teacher assesses the student's level of achievement according to the work that the student has completed.

Teachers may use their professional discretion to allow modified due dates under extenuating circumstances. Extensions will be decided on a case-by-case basis, with a maximum extension of one school week (5 school days).

"ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators"

If a teacher grants a modified due date, the student will submit the assignment by the agreed upon day.

If the assignment is not completed at that time, the teacher assesses the student's level of achievement according to work that the student has completed.

If the teacher does not grant a modified due date, the student will submit the assignment on the original due date, even if the assignment is not completed.

If no assignment is submitted, even after an extension or modified date, the student will receive a 0 for the level of achievement for that assignment. Parents will be notified in such circumstances.

The teacher will assess the student's level of achievement according to the work completed.

Academic Honesty

Policy

- ISB values Academic honesty as one of the essential principles of its academic programs. Its foundations are grounded in the IB learner profile and Approaches to Learning skills that enable students to learn, and understand the importance of being principled in both academics and life.

“In all their studies, students must demonstrate academic honesty and avoid any form of academic misconduct.” (from the Academic honesty in the Middle Years Programme)

- All student work submitted should be reflective of their own thoughts and understandings and will be monitored for originality and authenticity.

When an issue arises, it is categorized into one or more of the following forms of malpractice, and appropriate consequences follow (as can be seen in Appendix I):

- COLLUSION – when another student, supports malpractice deliberately, allowing his/her own work to be copied and/or submitted by another student. When a student’s work has clearly had interventions by another person, and when students submit work that is not entirely their own work, thoughts.
- DUPLICATION of WORK – when a student presents the same work for different assessment components.
- UNFAIR PRACTICE – some examples are: taking unauthorized material into an examination room; writing down answers after an exam has finished; misconduct during an examination, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus; disruptive behavior in the examination room
- PLAGIARISM -in an instructional setting, plagiarism occurs when a student deliberately uses someone else’s language, ideas or other original (not common knowledge) material without acknowledging its source.

“ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators”

Defining and avoiding plagiarism: (such discussions conflate plagiarism and misuse of sources)

- o Submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source;
- o Carelessly or inadequately citing ideas and words borrowed from another source

IMPORTANT TO NOTE: A student who attempts to identify and credit his/her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately, and guided on how to do so in the future.

Guidance on Citing Sources

(From the "Introduction" of Writing with Sources – A Guide for Harvard Students)

A message to all students:

Acknowledging or documenting your sources, by citing, not only marks you as a fair and generous person, but it also makes your argument stronger. You cite a source by making a notation, in your paper that refers your reader to a place where you provide publication data for the source, which allows your readers to find in it what you have found. Citing sources both protects and bolsters your argument. Your citation says to a reader: "Here is where I found this idea, these words, of this information. Here you can verify the summary of the idea I am giving you or find the context for the words I have quoted – in case you wish to check on them or pursue the matter yourself." And it often says, "this person deserves the credit for these thoughts or words; I hereby acknowledge my indebtedness." But it also says, "this learned scholar has found this to be so; it's not just my idiosyncratic opinion or blithe assumption." Acknowledging your sources is therefore at once an obligation, a service, and an advantage. (italics and emphasis added) ¹

¹ Harvey, Gordon. Writing with Sources: A Guide for Harvard Students. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 1995.
"ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators"

Process

The first two steps must always be undertaken irrespective if first or subsequent acts of malpractice.

- 1) Teacher suspects academic malpractice.
- 2) Teacher ascertains through a private discussion with the student whether malpractice has taken place.

IF genuine error - teacher clarifies with student the correct procedures to be followed to avoid a repeat. Teacher forwards a note to homeroom teacher and HoD. No further action required.

IF malpractice evident – teacher notifies homeroom teacher/ HoD. Homeroom teacher clarifies whether this is first malpractice offense (round robin sent to student’s teachers). Will need to also check in student’s personal file.

IF first offense of malpractice – teacher speaks to student and guides them into the appropriate way in which to adhere to academic honesty practices. Teacher writes an email home for grades 6-8, (discussion grades 9-10) cc’ing homeroom teacher, HoD, and uploading information to student’s file. Grades 9 – 10 a discussion to take place only Malpractice piece will not be graded and student will be required to redo the assignment. Teacher will grade the second piece and give learning feedback. Student informed of consequences of any subsequent malpractice.

IF second offense of malpractice (irrespective of subject) – teacher and homeroom teacher arrange a meeting with parents. Student and parents informed that malpractice piece will not be graded and student will be required to redo assignment. Teacher will grade the second piece and give learning feedback. Plan of action suggested. Homeroom teacher writes a follow up email home, cc’ing all teachers, HoD, and uploading information to student’s file.

IF third offense of malpractice (irrespective of subject) – homeroom teacher and counselor arrange a meeting with parents. Student and parents informed that malpractice piece will not be graded and student will be required to redo assignment. Teacher will grade the second piece and give learning feedback. New plan of action suggested. Parents and student informed that should there be a repeat the student will be suspended for incorrigible behavior. Counselor writes a follow up email home, cc’ing all teachers, HoD, Principal, and uploading information to student’s file.

IF fourth offense of malpractice (irrespective of subject) – Principal meets the parents and student and informed of suspension. Student and parents informed that piece of work will receive a non-grading and that student has forfeited the right to resubmit. A further plan of action suggested. Parents and student informed that any repeat would lead to the student being asked to leave the school. Principal writes a follow up email home, cc’ing all teachers, HoD, counselor, and uploading information to student’s file.

IF fifth offense of malpractice (irrespective of subject) – Principal to communicate with parents to withdraw the child or have the child expelled. Principal to meet with Director for confirmation of decision. Principal writes a follow up email home, cc’ing all teachers, HoD, counselor, and uploading information to student’s file. Parents informed that they have a right of appeal.

“ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators”

Approved by SLT / May 2009/Updated June 2015 & January 2016

*Initial teacher interviews with student – this is always a potentially tricky situation so it is essential that if a teacher suspects malpractice and is unsure how to proceed with the questioning that they see their HoD, Curriculum Coordinator, Counselor or Principal. This initial step is vital in ensuring the student feels comfortable to indicate the truth. In some cases, the student may deny academic dishonesty, more so in the case of collusion via parent/ teacher, and so it is critical that the evidence of malpractice is solid and that the questioning guides the student towards honesty. Avoid making any accusations – simply indicate facts. If denial persists at **first** offense for grades 9 - 10, teacher communicates with homeroom teacher to begin process of parental involvement.

**** In situations where malpractice has occurred during a test, the student's responses will not be graded and an alternate test, if available, will be offered and graded. If no such test is available, the student will receive a '0' grade.**

*****Considering the increased importance of exams, any malpractice by a student during an exam will result in a '0' grade and potential fourth offense repercussions or suspension.**

"ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators"