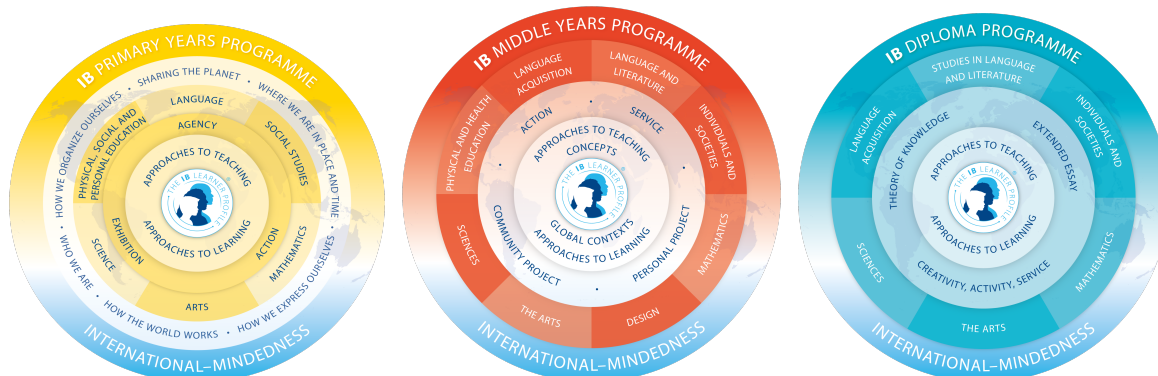


## ISB Assessment Policy



### Introduction

ISB is an IB World School that offers three International Baccalaureate Programmes: Primary Years, Middle Years, and Diploma Programme. We are an international school with English as the language of instruction and accept learners with a variety of language profiles. We are an inclusive and non-selective school, learners are accepted, without entrance exams.

### Assessment Philosophy

ISB has developed this assessment policy based on the IB philosophy and principles.

Assessment is a continuous process, used by learners (students, teachers, leaders, and parents/guardians) 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 learner development, and aims to support and encourage learning. *The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.* (PYP Guide) It is seen as a way to gauge what a learner knows, understands, and can do, and is used by teachers to inform and develop their practice and approaches to teaching.

ISB recognises that data can be used to purposefully impact learning and improve learner ownership of their own development through increased engagement.

*Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.* (PYP Guide)

Revised 2021



**International School of Belgrade**  
Temišvaraska 19, 11040 Belgrade,  
Serbia, phone: +381 (11) 206 9999,  
fax: +381 (11) 206 9940 (LS), 206 9941 (MS),  
206 9942 (HS), **206 9944 (BO)**  
e-mail: [isb@isb.rs](mailto:isb@isb.rs)

**www.isb.rs**

VAT (PIB):  
104940647  
Registration Number:  
17691830

**The International School of Belgrade INC.**  
American Embassy Belgrade (For: ISB)  
Department of State  
5070 Belgrade Place  
Washington D.C. 20521-5070  
phone: +1 (202) 499-1536



There are three (3) components of assessment: Assessment **AS** learning, assessment **FOR** learning, and assessment **OF** learning.

**Assessment AS learning** is part of the learning process. It involves individual self-assessing and reflecting on their own learning in a way that drives the learning.

**Assessment FOR learning** is carefully designed and used to impact learning. Feedback by a peer or facilitator is used to stimulate reflection, which drives learning.

**Assessment OF learning** is used to report on learning rather than to have an impact on it.

**Inclusion:** In line with the school Student Support Policy, ISB students can request inclusive assessment arrangements. The Student Support Services Team will monitor, assess student needs and create a framework of effective instructional strategies and accommodations. (*ISB Student Support Policy*)

## Characteristics of Effective Assessment Practice

- **Ongoing process:** Assessment is integral to planning, teaching, and learning. It is ongoing and comprehensive, using a balanced range of strategies and methods, and both formative and summative approaches.
- **Communicative:** Assessment is shared by all stakeholders who utilize a range of strategies to support growth.
- **Authentic:** Assessment is authentic when it requires the application of knowledge, understanding, and skills to address real-world situations. It supports making connections to the real world to promote student engagement.
- **Varied and equitable:** Assessment can be personalized to allow for learners to demonstrate their learning in various ways. It is holistic and criterion-based.
- **Clear and specific:** Assessment criteria are provided by the IB, are shared and co-created when appropriate with the learners in a developmentally appropriate manner.
- **Collaborative:** Learners play a role in clarifying assessment criteria through the use of peer and self-assessment **with** engaging both teachers and students in the assessment development and evaluation process.
- **Developmentally appropriate:** Assessment includes opportunities for learners to practice and demonstrate their development of the approaches to learning skills. It focuses on an individual student's progress rather than their performance in relation to others.
- **Feedback to feed forward:** Assessment data is shared, evaluated and used to provide timely and usable feedback. The assessment process allows for meaningful reporting to our community about progress and raises learners' motivation.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

# Rights and Responsibilities

## Learners

- Learners have the right to receive constructive feedback that is timely, within 2 weeks from the due assessment date.
- Learners have the right to partner with the teacher to design the learning goals and success criteria
- Learners have the right to be assessed on the learning outcomes and the learning process
- Learners have the right to be assessed in the safe and appropriate environment
- Learners have the right to be assessed with a consideration to their individual learning profile.
- Learners have the right to select evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Learners have the responsibility to demonstrate academic integrity, participate actively in self-assessment, develop their Approaches to Learning skills (ATLs) and the IB learner profile traits, and uphold the school's core values.

## The school

- Teachers have the responsibility to offer timely, specific and well-considered feedback to better support learning.
- Teachers have the responsibility to gather and analyze data about student learning.
- Teachers have the responsibility to reflect on their practice and adjust their teaching based on data.
- Teachers have the responsibility to make decisions about learner achievement using professional judgment, guided by precise, published criteria students know and understand.
- The school has a responsibility to make decisions about targeting resources and support to the most pressing priorities and professional development needs.
- The school has the responsibility to create opportunities for teachers to plan, reflect and moderate assessment collaboratively
- Teachers have the right to timely and effective opportunities for professional growth and development.
- The school has the right to request information from families which is pertinent to effectively support holistic student development.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

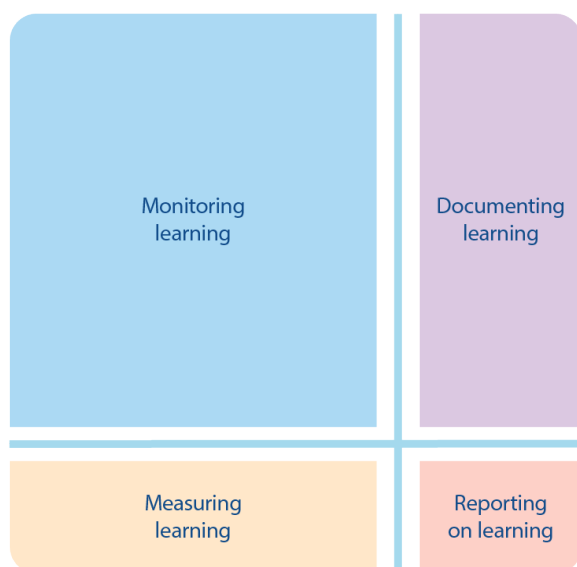
## Families

- Families have a right to understand the learning goals their child is working towards.
- Families have the right to receive feedback on their child's progress.
- Families have a responsibility to contribute to their child's joy of learning and growth through sharing insights with the learning community.

## Program Specific Approaches to Assessment

### Primary Years Programme

#### Four Dimensions of Assessment



#### Monitoring Learning

*Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio. (Learning and Teaching)*

#### Peer and Self Assessment

In order to help our students monitor their learning, reflect on their learning, and set goals they are provided with opportunities to self assess and peer assess the process, products and performances.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

## Documenting Learning

*The documentation of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.*

- **Learning logs or journals:** *These are used to record feedback and reflections of ongoing learning.*
- **Learning stories:** *Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.*
- **Portfolios:** *A collection of artifacts that can also contribute to reporting.*
- *Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios. (Learning and Teaching)*

## Portfolios (SeeSaw)

A purposeful collection of a student and teacher selected work that is designed to identify student growth and to provide a continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents/guardians, teachers and students on student progress for individual reflection, student-led conference and teacher reflection and data collection. (See Appendix 1: Portfolio Essential Agreements)

## Measuring Learning

*The measurement of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.*

## PYP Assessment Tools and Strategies

We believe that in order to achieve a comprehensive approach to assessment, we need to use a variety of tools and strategies.

Strategies	
<b>Observations</b>	All students are observed often and regularly, with the teacher varying from wide angle (focusing on the whole class) to close up (focusing on one child or activity), and from non participant (observing from without) to participant (observing from within).
<b>Performance Assessments</b>	These are assessments of goal directed tasks with established criteria that are authentic challenges and problems. There are

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

	<p>numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.</p>
<b>Process Focused Assessments</b>	<p>The development of the Approaches to Learning is observed often and regularly and the observations are recorded by:</p> <ul style="list-style-type: none"> <li>● noting both typical as well as non typical behaviors;</li> <li>● collecting multiple observations to enhance reliability;</li> <li>● Synthesizing evidence from different contexts to increase validity.</li> </ul> <p>A system of note taking and record keeping is created that minimizes writing and recording time. Checklists and inventories are common methods of collecting these observations.</p>
<b>Selected Responses</b>	<p>These are single occasion, one dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. At ISB, we use the Developmental Reading Assessment 2 (DRA2), the online standardized Measure of Academic Progress (MAP) and the Curriculum Based Measurements (CBM).</p>
<b>Open ended Task</b>	<p>These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.</p>
<b>Tools</b>	
<b>Rubrics</b>	<p>Rubrics are established sets of criteria used for scoring or rating students' 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.</p>
<b>Exemplars</b>	<p>These are grade level samples of students' work that serve as concrete standards against which other samples are compared. Examples can be used in conjunction with rubrics or continuums.</p>
<b>Checklists</b>	<p>These are lists of information, data, attributes or elements that should be present in a piece of work.</p>
<b>Anecdotal records</b>	<p>Anecdotal records are brief written notes based on observations of students. These records need to be systematically compiled and organized.</p>

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

<b>1:1 Conferencing</b>	Conferring involves notes and records based on conversations with students.
-------------------------	---

### Reporting of learning

*Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents/guardians. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders. (Learning and Teaching)*

### Reports

Written reports are issued to parents/guardians electronically through the parent portal at the end of each semester. These provide formal feedback to parents/guardians in Language, Mathematics, Single Subjects, and the Unit of Inquiry. As well as this, teachers write a descriptive narrative in relation to a student’s progress, attitude, skills and understandings and students are evaluated using the following Grading system:

<b>BE Below Expectation</b>	The student, with assistance, is beginning to grasp the introduced skills, concepts and knowledge.
<b>AE Approaches Expectation</b>	The student, with minimal assistance, is developing in understanding and applying the introduced skills, concepts and knowledge.
<b>*AE Approaches Expectation</b>	The student is on a formal International Individual Learning Plan (IILP) and has specific goals set to move them towards Grade Expectations.
<b>ME Meets Expectation</b>	The student, with minor exceptions, is secure in understanding and applying the introduced skills, concepts and knowledge.
<b>EE Exceeds Expectation</b>	The student independently and consistently grasps, and applies knowledge and skills and is working beyond the expected Grade level.

### The PYP Exhibition

The PYP exhibition provides the culminating experience of the learner’s engagement with the PYP and takes place during Grade 5, the final year of PYP. It unites the teachers, learners and parents/guardians of the class in a journey that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from the PYP to the Middle Years Program (MYP). Most importantly it is a celebration which synthesizes all that is best in the PYP and shares it with the community.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

### **Parent Teacher Conferences (PTC)**

At ISB, continuous communication with students and parents/guardians is important. Parent teacher conferences are a valuable component to a child's success. Although there may already be contact between parents/guardians and teachers, PTC's are held in the first quarter of the school year. In Primary School, the PTC is usually formal and designed to give the parent(s) information about how the student has settled into a new academic year, and gives an opportunity for the teacher to give information regarding the programme. It gives the parents/guardians an opportunity to share information about the child, including schooling history and personal goals. The parents/guardians should take the opportunity to provide the teacher with the cultural context of the child's learning. ISB has an open door policy, and families are invited to communicate and schedule other conferences, at any time of the school year, and students' homeroom teacher, the counselor, and the coordinator would do the same.

### **Student Led Conferences**

These are more formal conferences where students are involved in discussing and reflecting on their learning and progress with their parents. The students will, with the support and guidance of the teacher, make a selection of what will be shared. The conferences must be carefully prepared and time must be set aside for the children to select their work and practice their presentation. The format of these conferences will depend on the age of the student, and all of the participants must understand the format and their roles prior to the conference. The value of student-led conferences is that the students reflect on and consolidate their progress and share the responsibility of communicating their growth with their families. Appendix 2: SLC agreements

### **PYP Learner Profile Attributes**

IB learner profile attributes are central to the school's values. All learning and teaching is constructed and conducted to promote these positive attributes which are geared to developing and nurturing students who are internationally minded.

This profile serves to increase the children's awareness of, and sensitivity to the experiences of others beyond the local or national community, thereby promoting an understanding that there is a commonality of human experience.

Feedback is provided on the attributes listed in the IB Learner Profile. This takes the form of student self reflection, peer and teacher feedback using anecdotal notes based on observations. These are embedded in the reports as part of the comments.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*



## Middle Years Programme

The MYP approach recognizes the importance of assessing not only the products of learning but also the process of learning.

### Assessment AS and FOR Learning

#### Diagnostic assessments

Due to the nature of our transient community, learners who join ISB come from a variety of educational backgrounds. At the start of each school year, a learner's current academic progress is assessed through a variety of methods: application documentation, conversations with the learner and guardians, and diagnostic assessment within each subject area.

#### Formative assessments

These are tools utilized to capture and understand where learners are at in their growth and development. They could take on the form of observations, dialogues, interviews and conferencing, role plays, presentations, student self-assessment, video/audio recordings or photographs.

#### Homework (formative assessments)

Independent or collaborative work may be assigned for the purpose of supporting or practicing the learning engagements happening in class. The purpose for a homework assignment must be clear and could relate to:

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

### Assessment OF Learning

The school uses IB published subject specific assessment criteria from the official MYP 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 grade 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.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

### ***Subject specific criteria:***

- The subject specific criteria provide assessment details regarding the learning objectives.
- Each subject group has four criteria (A, B, C, and D.)
- 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.

## **MYP Standardization of assessment**

### **Standardization**

Teachers standardize the assessment of student work to ensure reliable results in accordance with IB guidelines. (*IB Practice, Approaches to assessment 0404-03-0121*) Teachers plan and design the assessment of learning based on the criteria and procedures in accordance with programme documentation. (*IB Practice, Approaches to assessment 0404-02-0121*)

In order to facilitate the implementation of the MYP in alignment with IB standards and practices, leadership and teachers participate in appropriate and timely professional learning to inform their practice. (*IB Practice, Teacher support 0203-02*)

Where more than one teacher is teaching the same subject group, the process of internal standardization takes place before final achievement levels are awarded. This process involves members from the subject area team meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their judgments. Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (*MYP From principles into practice, 2014.*)

Internal standardization and moderation of assessment are also required for the personal project (or the community project if the school’s programme ends in MYP years 3 or 4).

### **Inclusion**

The school regularly reviews and ensures compliance with all access arrangements. (*IB Practice, Approaches to assessment 0404-03-0200*)

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

## Communicating learner development

### ISB Portal

The ISB Student and Parent Portal are an information system which teachers utilize to communicate assessment of learning throughout the school year.

### Reports

Report cards are issued to parents/guardians electronically (or in hard copy upon special request) at the end of each quarter. 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.

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.

Levels of achievement are based on summative assessments that describe the student's performance by the end of the quarter. Summative assessments are complemented by the programme's special emphasis on formative assessments, which measure the progress of the student throughout the year.

Conversion of the subject specific achievement to MYP grades:

- MYP grades are on a scale from 1- to 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 to 7 MYP grade scale represent descriptors of what the student knows, understands, and can do (shown in the tables below)
- 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.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

## MYP General Grade Descriptors

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 From principles into practice, 2014*

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

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  <i>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.</i>

Report comments:

- Teacher comments focus on 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.

Reporting of semester exams:

Levels of achievement for the exams in high school (grades 9 and 10) are listed separately on the report. However, these exams **do not** account for a larger portion of the semester criteria. The achievement levels of the criterion assessed on the exam are factored into the semester levels of achievement for the criteria in the same manner as other assessments.

Assessment in Enrichment/Flexible Learning Experience (FLEX) courses:

- The ISB FLEX program provides authentic learning opportunities that aid in the development of the IB Approaches to Learning. The areas of Thinking, Research, Communication, Social, and Self-management skills have been identified as crucial to learner success beyond secondary school. The FLEX program aims to provide students with learning opportunities that challenge and enhance these transformational learning skills to other academic areas.
- Learners are given the opportunity to self-assess their learning using the IB’s ATL’s as a guide. These self-reflections are not reported formally; however, learners will share their development through Learning Celebrations at the end of each FLEX season.  
*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

Self-assessment Criteria for FLEX courses:

	Assessment Criteria	Learners should be able to:
A	Thinking skills	<ol style="list-style-type: none"> <li>1. Critical-thinking skills (analyzing and evaluating issues and ideas)</li> <li>2. Creative-thinking skills (generating novel ideas and considering new perspectives)</li> <li>3. Transfer skills (using skills and knowledge in multiple contexts)</li> <li>4. Reflection/metacognitive skills ((re)considering the process of learning)</li> </ol>
B	Research skills	<ol style="list-style-type: none"> <li>1. Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</li> <li>2. Media-literacy skills (interacting with media to use and create ideas and information)</li> <li>3. Ethical use of media/information (understanding and applying social and ethical technology)</li> </ol>
C	Communication skills	<ol style="list-style-type: none"> <li>1. Exchanging information skills (listening, interpreting, speaking)</li> <li>2. Literacy skills (reading, writing and using language to gather and communicate information)</li> <li>3. ICT skills (using technology to collect, investigate and communicate information)</li> </ol>
D	Social skills	<ol style="list-style-type: none"> <li>1. Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</li> <li>2. Developing social-emotional intelligence</li> </ol>
E	Self-management skills	<ol style="list-style-type: none"> <li>1. Organization skills (managing time and tasks effectively)</li> <li>2. States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</li> </ol>

**Learner Led Conferences.**

Learner Led Conferences take place after quarter 1 and quarter 3. This is a conversation led by the learner between the learner teachers, and parents/guardians. The learner will focus on sharing their development and strategies for continued growth.

**MYP Personal Project**

Learners undertake the Personal Project in MYP 5, Grade 10. It is a culmination of the learner’s MYP experience and is intended to demonstrate their abilities to investigate an area of interest through

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

independent study. Learners must show their ability to apply their knowledge, understanding, and skills practiced and developed throughout their MYP experience. (*IB Practices, Approaches to assessment 0404-04-0100 and 0404-04-0121*)

The Personal Project may take on a variety of forms: 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 three 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.

- Criterion A: Planning, *Learners present **what** they did in their project.*
- Criterion B: Applying skills, *Learners show **how** ATL skills contributed to the learning goal and product.*
- Criterion C: Reflecting, *Learners report on **why** they did their project.*

The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with program documentation. (*IB Practice, Approaches to assessment 0404-02-0122*)

## Diploma Programme

### Reporting Student Assessment in the Diploma Programme at ISB

ISB provides report cards four times a year, at quarter and semester times. Grades on an IB scale 1 - 7 are communicated to students and families. (**Approaches to Assessment 0404-03.1**)

Semester grades are automatically included in the learner High School transcript, which is further communicated to schools that students are transferring to, or post-secondary institutions for applications purposes. Additionally, the IB predicted grades are timely communicated to universities students are applying to, and to IB at required times. (**Approaches to Assessment 0404-03.1**)

To be formally assessed for the purpose of reporting, at quarter and semester times, students are assessed by a variety of assessment methods, to improve teaching and learning, or support students in reaching their goals. Students are offered a variety of peer and self-assessments as well as reflection strategies. (**Approaches to Assessment 0404-02.1**)

To ensure reliable results, subject teachers in their departments discuss and standardize assessments of student work to ensure fair, consistent, transparent and inclusive approaches to assessment. (**Approaches to Assessment 0404-03.1**)

To ensure the learning principle of Diversity, Equity and Inclusion, teaching and learning provides accommodations for students aligned with the school's *Student Support Services Policy (2021)*

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

## Semester Comments

Reporting at the end of the first quarter will consist of the quarter grade, and effort profile, and will be followed by Learner-Led-Conferences (Virtual or at School).

Reporting at quarter 2 and semester 1 period will provide grades, as well as teacher comments to provide formative feedback to learners and families regarding progress, achievement and further growth. As formative comments are to guide and support learners for further improvements, they are not intended to be included in transcripts as indicators of achievement. The same applies to quarter 3, that will be followed by Learner-Led-Conferences. Report cards at the end quarter 4 and semester 2 will include overall summative statements, beside grades and effort profile.

## DP Semester exams

- DP year 1 (ISB grade 11) students take semester 1 exams (in December), and semester 2 / end of year exams (in June), and both are reported in learners' report cards.
- DP year 2 (ISB grade 12) students take semester 1 exam (in December).
- Full diploma and course candidates will do DP mock exams, (in March of their senior year), and will do externally moderated IB DP exams during the three weeks of May, according to the official IB exam calendar. Their mocks will make 20% of the semester 2 school grade, and will be used to predict an IB final exam grade.
- Grade 12 High School students who are not IB candidates, will take mock exams, but the results of these mocks will be used differently than mocks for the IB candidates. These results will be incorporated as test grades for semester 2. ISB students will additionally have an end of Grade 12 exam in May, which will be reported in their ISB report cards before the graduation, and will make 20% of their overall semester 2 grade.

## Inclusion:

In line with the school Student Support Policy, IB students can request inclusive assessment arrangements. The Student Support Services Team will monitor, assess student needs and create a framework of effective instructional strategies and accommodations, (*Student Support Policy, 2021*) such as

- More time allocation for the production of work/assignments;
- Scaffolding during the learning process;
- Using the laptop for all school work and home learning;
- Use of a dictionary for second language learners

## Home-learning

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*



- Teachers at ISB assign work to be addressed at home. Home-learning assignments differ whether they are assigned for the formative purposes (during the learning process with practice as the purpose), or for summative purposes like extended writing assignments; completing projects or presentations, which will be awarded with a 1 – 7 grade.
- Late homework – in case of a late summative homework, 10% will be deducted for each day. After three days, the summative assignment will be awarded a 0. In any situation, the teacher will provide formative feedback.

### Academic grades

Overall academic grades are given with a number from 1-7. Descriptors are shown below for each level of achievement. These grades are based on *Assessment of Learning - summative assessments* and describe the learner’s *performance* at the end of each reporting period. These are complemented and informed by the special emphasis on *Assessment for learning - formative assessments* during different stages of the learning process, used to guide and support learners in their growth, as well as their teachers by providing teachers with valuable feedback regarding teaching strategies that might benefit from adjustment. Learners also use *Assessment as learning*, formative self-assessments through learner’s reflection on their own learning that help them **monitor their own progress towards their learning goals**.

Grade	Descriptor
7	Excellent. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and <u>always</u> produces work of high quality.
6	Very Good. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

3	Mediocre. 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 in normal situations with support.
2	Poor. Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Very poor. Minimal achievement in terms of the objectives.

### **ISB DP internal assessment deadlines**

ISB DP faculty had developed an agreed calendar with internal deadlines of major assignments for each year of the IB Diploma Program. Learners are expected to conform to the deadlines for each step within the process of the internal assessments.

### **ISB Assessment regarding High School Diploma (HS) students**

Students who are High School Diploma Learners cover the same curriculum in class as their IB Standard level candidate peers. However, there is no requirement to do IB internal assessments.

### **Grade 11 and 12 grading procedures**

#### **Year 1 DP and HS students**

Final grades in Semesters 1 and 2 are scored:

- 40% quarter 1
- 40% quarter 2
- 20% semester

#### **Year 2 DP and HS students**

Final grades in Semester 1 are scored:

- 40% quarter 1
- 40% quarter 2
- 20% semester exam

Final grades in Semester 2 are scored:

- 20% mock exam (semester 2 exam)

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*

- quarters 3 and 4 - 80%

Year 2 HS Students:

- 40% mocks
- 40% quarter 3-4
- 20% end of semester 2 exam

### **Learner Led Conferences**

At ISB we value the collaborative partnership between our learners, parents/guardians and teachers. ISB has an open-door policy and encourages all members of the community to initiate learning conversations, discuss progress and identify ways to support growth.

Our LLCs provide opportunities for learners to lead conversations about the progress they are making, and targets discussed with teachers, to support growth. To be well prepared to lead conversions, students are prior to conferences, using *Learner impact reports (Assessment As Learning)* as reflection tools to plan how to address areas for growth.

ISB calendar schedules two time slots in the school year for the LLCs. They can be organized virtually or at school. The first LLCs are scheduled in Semester 1, following the end of quarter 1, and the receipt of the quarter 1 Report cards. The second LLCs are scheduled in Semester 2, following the end of quarter 3.

Additionally, learning conversations can be initiated at any time throughout the year by a family member, teacher, learner, counselor, or IB coordinator.

*“ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.”*