



International School Dhaka

Assessment Policy

The PYP, MYP and DP Programmes

(Reviewed: AY 2018-19)

GUIDING STATEMENTS

ISD Mission Statement and Philosophy:

We are building a community of responsible and compassionate life-long learners who are committed to a sustainable future.

Values and Objectives:

We value the concepts of:

- Holistic well-being
- Sustainability
- Responsibility
- Compassion
- International mindedness

IB Mission Statement:

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations 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.”

ISD Definition of Learning

Learning at International School Dhaka fosters curiosity, engagement, and innovation which develops conceptual understanding and critical thinking skills, to create reflective life-long learners.

PHILOSOPHY OF ASSESSMENT

At ISD, assessment is considered as integral to teaching, learning, planning and student progress. It is a collaborative process involving students and their teachers and is a key component of the home-school partnership. Although assessment practices differ across the three programmes, they are authentic, differentiated, and focused on maximizing student learning through feedback and developing the attributes of the IB Learner Profile. Assessment at ISD is aligned with the Principles of IB Assessment taking into account the context of the school, the needs of the students and providing regular feedback and reporting on progress to parents.

PURPOSE OF ASSESSMENT

The purpose of assessment is to provide feedback and inform teaching and learning. It functions as a means of tracking student progress against objectives by identifying what students know, understand and can do at different stages in the learning process. It involves the gathering and analysis of evidence on student learning to inform teaching practice and develop all aspects of the IB learner profile.

WHOLE SCHOOL ASSESSMENT PRACTICES

Due to the shared IB programme philosophy; some common assessment practices and definitions of terminology apply to all divisions of the school. These common practices are laid out below with specific expectations for each programme delineated in the sections that follow.

- Assessment is **criterion-based**, teachers use descriptors and rubrics to identify student achievement levels against assessment criteria that is provided in advance.
- A wide variety of assessment **strategies** and tools are used regularly to determine the progress of all learners against learning objectives. These include but are not limited to observations, performance based assessments, anecdotal records, projects, presentations, and portfolios
- Assessments are structured to provide **authentic** performances of understanding that is based on real-world contexts
- Students are offered a **choice** to demonstrate their learning through different modes or methods, inclusive of technology.
- Opportunities to participate in and **reflect** on assessment are provided through self- and peer-assessment and reflection on assessment.
- Assessment provides regular **feedback**, through grades and comments to students and parents about a student's progress in learning.
- Teachers collaboratively create assessments and **analyse** assessment data to inform, improve and make adjustments to teaching and learning

- **Reporting** is based on holistic demonstration of student understanding throughout a period of learning
- Formal **communication** of assessment and progress takes place through multiple formats that include portfolios, grade notification, three way conferences and formal reporting.
- **Managebac** is the preferred platform for the recording, monitoring and reporting of assessment data.
- **Standardized** assessment in the form of MAP Testing takes place twice a year to monitor student growth on a wider scope. Test data is analysed and communicated with students and parents and stored on Managebac.
- Approaches to Learning (ATL) are explicitly taught and qualitatively reported on each reporting cycle
- Systems are in place to guide and support students through culminating programme requirements such as the PYP Exhibition, MYP Personal Project and DP Extended Essay.

Definitions

Formative Assessment - (Assessment for learning)

Formative assessment provides teachers and students with insights into the ongoing development of the students. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their maximum potential.

Summative Assessment (Assessment of learning)

Summative assessments are defined as the culminating assessment for a unit, term or course of study. A summative assessment is designed to provide evidence or information for evaluating student achievement against required subject-specific objectives.

PYP PRACTICES

Pre- assessment:

Collaborative Planning of Assessments

- Grade level teachers work collaboratively to design assessment tasks related to the Unit of Inquiry
- Units of inquiry and subject areas must include both formative and summative assessments
- All teachers use backward planning and decide the criteria to be used for the summative tasks and tools at the start of the unit/topic.
- Teachers select and use a variety of appropriate assessment tools that can include rubrics, continua, reflections, checklists, anecdotal notes and/or video
- Co-construct learning goals and success criteria with students when applicable
- *Pre-assessments are completed prior to starting a new unit, or concept to assist teachers and students determine prior knowledge*

Achievement Levels & Feedback

- Students are given choices for how they would like to share their learning, and/or tiered assessment tasks for differentiation
- Assessment data is recorded in a variety of ways that contribute to student learning and measures progress against learning objectives.
- Assessment data can include, reflections, rubrics, portfolios, checklists, /anecdotal evidence and Reading Running Records.
- A reflection of assessments are conducted at the end of every Unit of Inquiry, with the focus being the refinement and improvement of assessments
- Guidance for improving the quality and variety of assessments is provided by programme coordinators and teams/departments on an ongoing basis.

Reporting

- Students are encouraged to regularly discuss assessment, tests and homework with their parents and concerns can be directly addressed with teachers as they arise
- Students produce a Portfolio where work samples from across the curriculum, display the demonstration of learning and achievements.
- Three-way conferences occur twice a year and student led conferences once a year
- A progress report is released at the end of January, and the final report card in June.

MYP PRACTICES

Collaborative Planning of Assessments

- Formative and summative tasks are provided in all MYP subject units, based on the objectives chosen
- Select or recorded formatives are provided with feedback via MBac as comments or formative criterion grades.
- All summative and recorded formative assessments for a unit must be the same for all classes in the same grade level and subject
- Teachers provide structured timelines or milestones to support students to meet summative deadlines
- All summative assessments should be created collaboratively aligning with the unit statement of inquiry and chosen objectives
- All summative assessments must be accompanied by the subject assessment criteria and task specific clarification.
- Summative assessment tasks with criteria must be communicated to students a minimum of 10 working days prior to the deadline via Managebac
- Teachers must ensure that all strands of the four criteria are assessed at more than twice within the whole year
- Late or non-submission of summative assessments require students to complete an academic support session with teachers to catch up or complete the missed task. Parents are informed. If this does not occur NA is added to the task on Managebac.
- Students with Learning Support needs on an ILP will be provided accommodation or modification based on their ILP and in consultation with the advancement centre

- Grade 9 and 10 students complete a final exam that is based on the unit taught at the time in order to gain examination practice. Grades from the exam carry no extra weight and are considered as a regular summative assessment grade.
- [Managebac Expectations](#) outline requirements for teachers to effectively schedule assessments on student grade level calendars

Achievement Levels & Feedback

- All achievement levels awarded to students must be based on IB assessment criteria and the individual work of each student.
- A best fit approach is used when assessing students against the criteria. This is done through the following steps:
 - Teacher determines whether the first descriptor describes the performance of the student
 - If the work exceeds the expectations of the first descriptor, teacher determines whether it is described by the second descriptor.
 - This should continue until the teacher arrives at a descriptor that does not describe the student work
 - The work will then be described by the previous descriptor
 - Note: In some instances, student work may not have fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In such instances, teachers must use their professional judgment to determine the descriptor that best fits the work.
- Written feedback and/ or achievement levels will be added on Managebac for recorded formative and summative assessment and communicated in a timely manner (within 7 working days) on Managebac
- Teachers must standardized summative assessments before final grades are posted on Managebac
- Once grades are posted, teachers click the button to inform parents and students
- Standardization forms must be filled in by teachers and uploaded to the relevant unit resources on MBac

Reporting

- At each reporting cycle, teachers use summative data during the period to make a best fit judgement for each criterion. This is entered in the 'Submit term Grades' section in the MBac Gradebook
- All students are provided a brief comment in the two main reporting periods
- Reporting for ATL occurs on Managebac by selecting the ATL taught in the units within the reporting cycle.
- If an IDU assessment takes place within a term, IDU grades are entered by relevant subject teachers
- Three way conferences take place twice a year, providing direct feedback to parents and students
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or academic honours.
- Further details can be found in [Reporting Guidelines](#)

DP PRACTICES

Collaborative Planning of Assessments

- Assessments follow the standards and criteria of the IB Diploma Programme as outlined in the respective subject Guides
- Summative assessment achievement levels are standardized by subject teachers before final achievement levels are awarded.
- For the purposes of the internal ISD gradebook, marking and reporting to potential tertiary institutions, the traditional IB 1-7 scale is matched with an internal ISD percentage grade (0-100%)
- Internal ISD percentage grades will be established at the beginning of each year through the collaborative formulation and use of conversion charts that are updated with the most recent IBDP grade boundaries (examples may be found below in supporting documentation).

Diploma Pathways & Assessment

- Students who do not plan to pursue the IB Diploma receive the same summative assessment schedule as their peers, and are afforded the opportunity to complete official DP world exams by request and with the counsel of the Secondary Principal and/or DP Coordinator.
- Modified and/or differentiated assessments are made available for Learning Support students who do not pursue the IB Diploma, with consideration
- Relevant accommodations may be requested and applied for (given appropriate documentation) with the IB for purposes of the world exams
- Students with Learning Support needs on an ILP will be provided accommodation or modification based on their ILP and in consultation with the advancement centre

Feedback & Achievement Levels

- Recorded formative and summative assessments are provided with feedback via Managebac as comments or formative criterion grades within 7 working days
- Late or non-submissions require students to complete an academic support session with teachers to catch up or complete the missed task. Parents are informed. If this does not occur a zero ('0') is added to the task on Managebac.
- Deadlines for the Extended Essay, Theory of Knowledge (Presentation and Essay), Internal Assessments and FOA's/IOC's are firm, and missing the deadline will result in that component not being assessed - this may impact both the internal ISD grade as well as potential DP candidacy

Formal Exams

- Grade 11 (DP1) students complete a midterm exam (Term 1) and a final exam (Term 2).
- Grade 12 (DP2) students complete a midterm exam (Term 1) and a final exam (Term 2).
- All Internal Assessments and FOA's/IOC's/etc. deadlines are established through a DP calendar/timeline, with relevant files submitted to the DP Coordinator for upload to IBIS.

Reporting

- ISD uses Managebac to report to parents.
- Two formal written reports per year and two interim reports are released to parents through Managebac
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or academic honours.
- Further details can be found in [Reporting Guidelines](#)

WORKS CITED

Diploma Programme: From principles into practice. International Baccalaureate Organization, 2015. PDF.

Guidelines for developing a school assessment policy in the Diploma Programme 2010

Making the PYP Happen International Baccalaureate Organization, 2007. PDF.

"Mission." *ibo.org*, International Baccalaureate Organization, 2019, ibo.org/about-the-ib/mission/.

MYP: From principles into practice. International Baccalaureate Organization, 2014. PDF.

PYP : *From principles into practice.* International Baccalaureate Organization, 2018 PDF.

APPENDIX 1

Managebac Agreements for Assessments

Purpose:

Effective and regular communication of tasks and feedback through MBac will support student learning and assessment. Regular and timely feedback on tasks and assessments will enable students to have a clear understanding of their progress and further steps for improvement.

Forms of communication on MBac

Carefully, consider the purpose of entering a 'Task/Assignment' on MBac.

- **Task/Assignment** - are used by teachers to share assignment prompts, rubrics, grade boundaries, etc. These assignments could be paper-based (no upload needed) and/or computer-based (students to upload evidence of learning) for which feedback in the form of grades & comments or comments only are provided by teachers.
- **Messages** - is used when homework, short messages, information, links or a specific file needs to be shared with students.
- **Stream View under Resources-** is used to share stored core resources for the unit with students that they can continue accessing easily throughout the unit.

Entering Task/Assignments on MBac

- Any task that is created must be accompanied by a short description
- For MYP Summative tasks, it is essential that the [Assessment template](#) with Unit information, task instructions, expectations, and criteria with task-specific clarification is uploaded onto MBac Task. In the case where it is a Criterion A Knowledge-based test, provide a brief outline of the content that the test will be based on.
- For DP summative tasks, instructions and criteria should be linked to the appropriate section in the DP course guide

Summative - Formative Coding

Purpose:

Maintaining effective MBac calendars will assist students to organize their time and prioritise tasks. It will enable teachers to spread assessment dates in order to avoid multiple assessments at the same time.

Coding of Assessments

The following expectations will be put in place in order to make the system work.

- All summative assessment, for all subjects, will be colour coded #000000 black.

- All summative projects, for all subjects, will be colour coded #898989 light grey.
- All formative assessment, for all subjects, will be colour coded, subject-wise.
- All assessments need to be labeled appropriately:
 - Formative Assessments: (colour as per subject)

Subject Code+Grade#+Form+CritA/B/C/D+Description
 Math G10 **Form** Crit A Algebra practice
 Science G9 **Form** Crit B, C State of Matter
 Bangla LA G6 **Form** Crit C, D Fable Writing
 - Summative Assessments: Black (#000000)

Subject Code+Grade#+Summ+CritA/B/C/D+Description
 Math G10 **Summ** Crit A Algebra practice
 Science G9 **Summ** Crit B, C State of Matter
 Bangla LA G6 **Summ** Crit C, D Fable Writing
 - Summative Projects: Light Grey (#898989)

Subject Code+Grade#+Project-Start and End Date+CritA/B/C/D+Description
 Math G10 **Project** 1-15 March Crit A Algebra practice
 Science G9 **Project** 2-8 Jan Crit B, C State of Matter
 Bangla LA G6 **Project** 5-20 Feb Crit C, D Fable Writing
















Assessment Scheduling Expectations

- On a given day, for MYP no more than TWO summative assessments can be held.
- The only exception would be if the assessment is a project (see coding above), then there could be more than TWO summative assessments on the same day.
- For MYP avoid, where possible, scheduling a Summative Assessment right after a break (Long-term projects an exception)
- All Summative assessments need to be scheduled on MB Calendars at least **2 weeks** prior to the assessment date.
- Learning support team to be given 7 days notice before students are expected to take a summative with the LS team.

Feedback on Tasks/Assignment on Managebac

- Any task/Assignment that is set up on MBac should be provided with teacher feedback, this could be in the form of comments or Grades & comments within 7 working days of submission.
- Summative assessments will be standardised before grades and comments are entered on MBac.
- Once teachers have completed entry of grades and comments for summatives, the button “Send notifications to Students and Parents” should be clicked on MBac. Please click this button after 3.00 pm in order to avoid distraction in other classes.

Colour Coding for Subjects

ALL SUBJECT SUMMATIVES		#000	
ALL PROJECT SUMMATIVES		#898989	
LL	Bengali	#7bcd9	
	English	#7ca6d8	
LA	Bengali	#6ccff7	
	English	#00bff3	
	French	#00aeef	
I&S	Humanities	#bc8cbf	
Math	Standard & Ext	#c6df9c	
Arts	VA	#f49bc1	
	Music	#ef6ea8	
	Drama	#ef6ea8	
PHE	PE	#fdc68c	
Design	Design	#f7941d	
Science	Science	#fff799	

Sample Mbac Feedback/Comments for Tasks

Formative Tasks: 'Comments Only'

When a formative task is set up with 'comments only' teachers should base comments on identifying strengths and areas for growth.

Use command terms in the subject group (in the last pages of the subject guide) :

- Begin with a strength seen in the student's work
- Identify area/s to improve on

Example with Lang & Lit Command terms

Arman has effectively discussed the main character's reaction to the discovery of a book in the attic. He can further improve his work by identifying further details and examples to support his argument.

Formative Task with 'Criteria'

When a formative task is given a formative achievement level it must be based on one or more of the MYP Criteria. The achievement level must be accompanied by comments that relate to the criteria identifying strengths and areas to improve.

Use command terms and/or keywords in the criteria:

- Indicate formative level of achievement on MYP assessment Criteria
- Begin with a strength seen in the student's work
- Identify area/s to improve on
- AVOID: typing/copying the criteria word to word

Example with I&S Criterion A and command terms

Arman's work demonstrates substantial understanding of the causes leading to the French Revolution. His descriptions and explanation are varied and detailed, using appropriate terminology. He can improve his work further by providing specific examples to support his points.

Summative Task: 'Criteria' with Task sheet attached as pdf

All summative tasks must be based on one or more of the MYP Criteria and use the ISD Summative Task sheet. Summative assessments must be standardized and the level of achievement must be accompanied by brief comments that relate to the criteria, identifying strengths and areas to improve.

*Note: As performance-based summative tasks require detailed instructions and task Specific clarification of Rubrics, all summatives should be uploaded on to Managebac as a pdf.

Use command terms and/or keywords in the criteria

- Indicate summative level of achievement on selected MYP assessment Criteria
- Begin with a strength seen in the student's work
- Identify an area/s to improve
- AVOID: typing/copying the criteria word to word

Example with Science Criterion D and command terms

Arman's work describes the way in which renewable energy can be used to reduce environmental damage. He attempts to discuss the negative impacts of using fossil fuels. He is encouraged to apply further scientific language and to provide a detailed bibliography in order to improve his work.

***Note: 'Points' option on MBac tasks should be avoided, as the MYP does not use points for assessment**

APPENDIX 2

MYP Standardization Sheet

Grade level:

Course:

Teacher 1:

Teacher 2:

Please submit a copy of this form for each work submitted for moderation.

SAMPLE 1

Description of assessment task:

Teacher

Criteria

	A	B	C	D
Teacher 1				
Teacher 2				
Moderated				

Final standardized grade explanation:

SAMPLE 2

Description of assessment task:

Teacher

Criteria

	A	B	C	D
Teacher 1				
Teacher 2				
Moderated				

SAMPLE 3

Description of assessment task:

<i>Teacher</i>	<i>Criteria</i>			
	A	B	C	D
Teacher 1				
Teacher 2				
Moderated				

Final standardized grade explanation:

Reasons for achievement level:
Feedback for students:
What did we learn? (analysis of assessment task and data)
What are our next actions based on our learning?

- Scan form and moderated tasks.
- Upload to unit on ManageBac.