Assessment Policy
International School Delft

Reviewed June 2020

ISD Mission Statement

The school's Mission statement is **"Inspiring Learning for a sustainable future".**

Our Vision Statement is to be an inclusive community that embraces authentic inquiry-based learning to create compassionate, internationally minded individuals who strive to make a positive and peaceful change in the world.

The assessment policy is aligned with in the mission and vision statement in our assessment philosophy and practices.

Assessment Philosophy

At ISD student learning is assessed to determine students' level of understanding and to provide a basis for future planning, teaching and learning. The purpose of assessment is to support and encourage student learning by providing feedback on the learning process and to enhance and improve the teaching process.

Our philosophy aligns with the International Baccalaureate's (IB) philosophy of assessment that states, "assessment is integral to all teaching and learning."

Assessment Principles:

A number of principles help guide our approach to assessment, these include:

- Assessment is used to gauge prior knowledge, to identify what students , understand and can do; to help students improve their learning; to let students, their parents and teachers know how much they have learned within a given period of time.
- Assessment must be planned, purposeful and made explicit in the written curriculum. The criteria used to assess students must be identified and known by students, teachers and parents.
- A balanced approach to assessment must be taken in the classroom, including the use of a range of strategies in order to meet the learning styles of all students.
- Assessment and teaching are inseparable as assessment informs planning for the purpose of tea- ching and learning.
- Assessment practices and procedures must be given to students in language they understand. Stu- dents are made aware of what they have done well and what they need to do to improve.
- Assessment is a collaborative process that involves self, peer, and teacher assessment.
- Standards and benchmarking are an important component of effective assessment.
- Assessing and reporting student achievement needs to be given in a caring, supportive and thoughtful manner.

Assessment at ISD allows for:

- Students to be an active part of the learning process by demonstrating their understanding and through reflection;
- Teachers to set the direction for ongoing learning, to analyse the effectiveness of their teaching and make appropriate adjustments, and to communicate progress with students, families and the wider school community;
- Parents to support and celebrate their child's learning and achievements

Assessment aims to guide students in essential elements of their learning, as aligned with the aims of the IBO:

1. Acquisition of knowledge,
2. Understanding of concepts,
3. Mastering and transferring skills,
4. Developing critical thinkers,
5. Promoting a deep understanding of inquiries made in the real world contexts.

Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment Practices

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and summative assessment are labels that describe how various assessment tools and strategies are used. There are three distinct but interrelated purposes for classroom assessment, namely: assessment for learning; assessment as learning; and assessment of learning.

Summative assessment (assessment of learning) is aimed at determining a student's achievement level – generally at the end of a Unit. It tells us what students know and can do, provides evidence of student progress, demonstrates to what extent they have achieved the intended learning outcomes, and gives next steps.

Formative assessment (assessment for learning): refers to assessment tasks that provide information to be used as feedback to modify teaching and learning. It enhances learning by giving specific and timely feedback; keeping students focused on their progress, even in the face of occasional setbacks. Critically, it is formative assessment that has the greatest impact on student learning and achievement.

Whilst the above categories of assessment are usually teacher-directed, assessment as learning, by contrast, is student-directed. It involves students setting criteria, setting goals, and assessing their own and their peers' work. In this type of assessment, students focus on both the process of learning and the product of their learning.

STRATEGIES AND TOOLS IN EFFECTIVE ASSESSMENTS

Strategies are the methods or approaches that teachers use when gathering information about a student's progress and learning.

Tools are what teachers use to record this information.

Some examples of Assessment Strategies:

- **Observations:** all students are observed frequently and regularly, with the teacher taking a focus varying from wide-angle (for example, focusing on the whole class) to close-up (for example, focusing on one student or one activity), and from non-participant (observing from outside) to participant (observing from inside).
- **Performance assessments:** the assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and tasks. In these tasks, there are numerous approaches to problem solve and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
- **Process-focused assessments:** students are observed frequently and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesising evidence from different contexts to increase validity. A system of note-taking and record-keeping is created that minimises writing and recording time. Checklists, inventories and narrative descriptions, such as learning logs, are common methods of collecting observations. Teachers will also keep records in assessment folders that are available in classes.
- **Assessment data** is then used to help plan teaching and learning opportunities.

- **Selected responses:** single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- **Open-ended tasks:** 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. The work, with the assessment criteria attached, could be included in a portfolio.

Some examples of Assessment Tools

The assessment strategies listed above may be put into practice using the assessment tools included below:

- **Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in student work and then how to rate that work on a predetermined scale. Importantly, rubrics can be developed by students as well as by teachers.
- **Exemplars:** samples of student work that serve as samples of good practice. Generally, there is one benchmark for each achievement level in a scoring rubric.
- **Checklists:** these are lists of information, data, attributes or elements that should be present. A mark-scheme is a type of checklist.
- **Anecdotal records:** these are brief written notes based on observations of students.
- **Learning stories** are focused, extended observations that can be analysed later.
- **Continuums:** these are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

These records need to be systematically compiled and organized. Assessment evidence will either be stored in assessment folders or on the server in the assessment folder within each Unit folder.

Differentiation of Assessment

Differentiation of assessment can be implemented for students who have difficulties accessing the curriculum. These can be students who are English as an Additional Language (EAL), receive learning support or students with other learning limitations.

All students are assessed against the same criteria. Assessments may be differentiated, the format can be modified but objectives are not altered, meaning students need to fully understand the learning objectives but may do this through different forms of assessment. Differentiation in assessment is aligned with inclusion policies in the IB programmes. For further information, refer to the whole school inclusion policy and the specific PYP, MYP and DP assessment policy sections.

REPORTING:

Reporting at ISD is aimed at providing regular feedback to parents on student's progress. Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

An essential form of reporting is regular, less formal, ongoing communication between the class teachers (Primary) and the mentor (Secondary).

Part of the written report is dedicated to the Approaches to Learning skills. Students will receive feedback on the progress made on the Approaches to learning in the report. The ATL skills used by the IB form the basis of the approaches to learning feedback.

Formal reporting occurs throughout the year and is based on written reports and oral feedback during parent-teacher and student-led conferences. Written reports are done through Managebac digital reporting.

The timeline for this is communicated through the school calendar on the school website.

Assessment in the PYP

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

In summary, when creating PYP units, teachers must ensure that assessments:

- Inform teaching and learning
- Is meaningful in the context of teaching and learning
- Provides valuable information to understand how to support children's development
- Gives opportunities for constructive feedback

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning to support effective learning and teaching.

Reporting at Primary
Reporting to parents, students and teachers occurs through:

1. Written reports
Reports are written twice a year (in February and July)

2. Conferences:
Parent-teacher conferences are held in October and following the first report.
Student-Led Conferences are held at the end of the school year
Student-Led Conferences (SLC)
- The importance of the SLC is mentioned at the Parent Information Days as part of the reporting process
- SLC dates are published in the school
- Classroom teachers and subject specialists meet together to plan what is to be shared.
- Students are involved in choosing what is shared with parents
- Students report to parents addressing the five essential elements of the programme (knowledge, skills, concepts, attitudes and action)
- Conferences for the oldest students are replaced by the exhibition.

3. The Student Portfolio
The **purpose** of the student portfolio is to:
- empower students to be active participants in their own learning
- provide opportunities to show growth in different subject areas over time
- develop a sense of pride in their work and develop self-esteem
- provide evidence and celebration of achievement during the student led conference
- provide a tool for students' self-assessment and reflection
- enable students to see learning as a continuous process and one in which they are actively involved.

Expectations of the student portfolio:
- Selection of work samples is ongoing providing regular opportunities to add samples to the portfolio
- Portfolios are managed mainly by students with guidance and support from their teachers
- Portfolios include work from all subject areas, including specialist subject areas

Student portfolios are used as a tool during Student-Led Conferences and include at least:
- 1 student-selected piece of work from each Unit of Inquiry
- 1 teacher-selected piece of work from each Unit of Inquiry
- 1 teacher-selected piece of work from Maths for each UOI
- 1 student-selected piece of work from Maths for each UOI
- 1 student-selected piece of work from English Language for each UOI
- 1 teacher-selected piece of work from English Language for each UOI (this may include moderated pieces of writing)

Standard assessments at ISD Primary include:
- PTM
- PTE
- PM Benchmarks
- Spelling assessment
- Phonics
- Unit summative assessment rubrics
- Whole class cold write
- Assessment against the ATL every unit

Assessment in the Middle Years Programme

Assessment in the Middle Year Programme is aligned with IB documentation, whole school academic honesty policy and whole school inclusion policy.

In summary, when creating MYP units, teachers must ensure that assessments:
are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

Subject specific IB MYP Objectives and criteria

At ISD MYP teachers assess the student's learning through the subject prescribed objectives using the four subject specific assessment criteria as outlined in current IB MYP guide. Each subject is divided into four assessment criteria where students can receive a maximum achievement level out of 8 per criteria. The criteria are equally weighted in the overall achievement level. All subject areas should assess against each objective/ criteria and strands at least twice per school year.

The MYP subject specific assessment criteria are shown in the following table, more detailed overviews can be found in the subject guides.

Subject	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisiation	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary project	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Use of Assessment criteria rubrics

The IB subject guides provide clear assessment criteria rubrics for MYP 1, 3 and 5 and they are mandatory for IB schools. For the subject-specific criteria descriptors please refer to the Appendix.

At ISD the students in MYP 1 and 2 are assessed based on the IB MYP 1 subject-criteria rubrics, MYP 3 is assessed according to the MYP 3 subject criteria rubrics. In year 4 and 5 teachers use the subject rubrics provided by the IB for MYP year 5.

A rubric is a descriptive assessment tool that measures students' performance; rubrics provide students with a clear understanding of what is expected of them. The rubrics also provide feedback to students, indicating areas of strength and areas which need improvement. The feedback allows students to reflect and set new learning goals. Teachers use the rubrics to come to a professional judgement on the level of the student's learning.

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels.

MYP criteria are equally weighted. (IBO, from Principles to Practice)

Determining overall achievement levels

At the end of a period of learning, teachers determine the students' overall level achievement per subject-group criterion. The levels of achievement are based on evidence gathered by the teacher during the unit. The teacher aims to do this with a range of learning experiences. The level of achievement for each assignment is measured based on the students' performance for that given assignment.

Some other factors may also influence the teacher's decision on an achievement level, including the following.
- Student support—students will experience varying levels of support in their units such as formative feedback from the teacher.
- Group work—teachers may take into consideration the group situation and the individual contribution

Best-Fit Approach

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability and performance for that criterion and is not judged against the work of others in the class. The level of achievement students earn at the end of each term is based on a "best fit" approach. In order to determine the best fit, a teacher reviews all of the work completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the students' ability at that time.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. The following grade boundaries are used to determine the final grade in each year of the MYP. The overall achievement level per criterion add up to an overall grade based on the following grade boundaries:

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	19-28	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 under-standing 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.

REPORTING AT SECONDARY

Reporting to students and parents occurs through:
1. Written reports to be send out through Managebac:
- A progress report with ATL's and a comment on progress in November
- A full report with overall achievement levels and ATL' s in February
- A progress report with criterion levels, ATL's and a mentor comment in May
- Final end-of-year report with final achievement level in July

2. Conferences:
Parent-teacher conferences are held in November and in March following the progress and mid- year report. Parents can sign up for these meetings. The aim of the meetings is to share information about students' attitude to learning and their achievement in the specific subjects.

The reporting timeline will be published in the school calendar on the website.

This document will be reviewed in June 2021 by the whole school leadership team in conjunction with the PYP and MYP coordinators.

Appendix 1

SUBJECT SPECIFIC CRITERIA

LANGUAGE AND LITERATURE (DUTCH AND ENGLISH)

Criterion A: Analysing
Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning and engage with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text .

Criterion B: Organizing
Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication, whilst maintaining academic honesty.

Criterion C: Producing Text
Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Criterion D: Using Language
Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information, requiring accurate and varied language in written, oral and visual text.

LANGUAGE ACQUISITION (DUTCH, ENGLISH, AND SPANISH)
The Language Acquisition Criteria are divided into six different phases (level). Students are assessed according to their levels.

Criterion A: Comprehending Spoken and Visual Text
Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Comprehending written and visual text
Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Communicating in response to spoken, written and visual text
Students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Criterion D: Using language in spoken and written form
This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose with an understanding structure, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

INDIVIDUALS AND SOCIETIES (INTEGRATED HUMANITIES)

Criterion A: Knowing and Understanding
Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating
Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating
Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking Critically
Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

SCIENCES (INTEGRATED SCIENCES, BIOLOGY, CHEMISTRY, AND PHYSICS)

Criterion A: Knowing and understanding
Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing
Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

Criterion C: Processing and evaluating
Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

Criterion D: Reflecting on the impacts of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Mathematics

Criteria A: Knowing and Understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

Criterion B: Investigating Patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

Criterion C: Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying Mathematics in real life context

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Arts (Visual Arts, Music and Drama)

Criterion A: Knowing and Understanding

The students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

Criterion B: Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. Skills are evident in both process and product.

Criterion C: Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work.

Criterion D: Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings.

PHYSICAL AND HEALTH EDUCATION

Criterion A: Knowledge

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning a Performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criteria D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.
Design

Criterion A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing Ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

Criterion C: Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

Criterion D: Evaluating
Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

INTERDISCIPLINARY UNIT

Criterion A: Disciplinary Grounding
Refer to the subject criteria knowledge criteria (criteria A), which the unit is an integration. This will give the teachers the subject specific disciplinary grounding to mark against; and this will give the mark in this criterion as a best-fit among the subjects.

Criterion B: Synthesizing
Student will synthesizes disciplinary knowledge to demonstrate consistent interdisciplinary understanding.

Criterion C: Communicating
Student will communicate interdisciplinary understanding with clarity, organization and coherence. And the student will acknowledge relevant sources.

Criterion D: Reflecting
Student will evaluate strengths and limitations of the interdisciplinary learning process. And the student will describe some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.

PERSONAL PROJECT- ONLY APPLICABLE TO STUDENTS IN MYP 5

Criterion A: Investigating
Assessing the student's ability to define a clear goal in their personal project. They should also be able to identify prior learning and subject-specific knowledge relevant to the project and demonstrate research skills.

Criterion B: Planning
Assessing the students' ability to develop criteria for the product/outcome, plan and record the development process of the project and demonstrate self-management skills.

Criterion C: Taking action
Assessing the students' ability to create a product/outcome in response of the goal, global context and idea. The students demonstrate thinking skills and demonstrate communication and social skills.

Criterion D: Reflecting
Assessing the students' ability to evaluate the quality of the product/outcome against their criteria, reflect on how completing the project has extended their knowledge and understanding of the topic and the global context as well as to reflect on their development as IB learners through the project.