



Assessment & Promotion Policy

International School Delft

Version December 2022



Assessment & Promotion Policy

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 teaching and learning.



- Assessment practices and procedures must be given to students in language they understand. Students 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 integrates assessment 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:

- 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
- Moderated pieces of writing
- Assessment against the ATL every unit



Assessment in the MYP

The MYP requires teachers to organize continuous assessment, over the course of the programme, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

Teachers should standardise and moderate assessments to ensure the consistency of their decision about student learning.

MYP Principles of Assessment

Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyse their learning and understand what needs to be improved.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Learn in ways that the teacher did not foresee.
- Be reflective and partake in self and/or peer evaluation.
- Express different points of view and interpretations.
- Be encouraged to be responsible for their learning.
- Experience successful learning.
- Perform at a higher level when challenged.

Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyse their teaching and identify areas that need to be altered.
- Highlight student ability and be able to differentiate teaching.



- Offer feedback to parents on their child's performance.

MYP Assessment Expectations

Students should:

- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- Be aware of the weighting of each assessment in the overall assessment scheme.
- Receive clear and timely feedback regarding assessment outcome.
- Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment.
- Be aware that failure to meet set deadlines could result in reduced effort and achievement grades.

Teachers should:

- Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments.
- Clearly define common assessment tasks within subjects for each grade level.
- Records student progress aligned with the philosophy of the MYP.
- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery, providing opportunities for students to participate in, and reflect on, the assessment of their work.
- Use a variety of assessment tools to assess student learning.

Continuous Assessment in MYP

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Students receive



feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which students are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the benefits of Continuous Assessment?

The continuous assessment process is much more than an examination of student achievement. Continuous assessment is also a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self- evaluation and student-specific activities by both students and teachers.

Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student-teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade



level goals and to visualize their progress towards those goals before it is too late to achieve them.

What is Criterion-Based Assessment?

Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria). Each subject has four different criteria, published in the subject guides, each with different strands which are the conditions that must be met for an expected result. *See appendix 1.*

Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group. Task specific rubrics are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

Internal Assessment

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Staff training and internal moderation ensures staff apply the criteria correctly.

Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, stimulus/data response, essays, coursework and projects and practical work such as knowledge and use of apparatus identifying and solving problems, construction of a hypothesis, testing, evaluations and analysis.

All students in the IB MYP programme are assessed with final grades from 1-7, with 7 representing the highest grade. At the end of the school year each student will be awarded a final grade. The final grades are based on the combined grades accumulated throughout the year.

For the MYP a 'best fit' is given for every criterion per subject.

Reaching a Final Grade for an MYP Student

It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded to the student. In the MYP, assessment is based on



criteria. Each subject has a number of different criteria that are used to evaluate the students' achievement in various aspects of the work. Sometimes all the criteria in the subject are applied to an assessment task or project, but more often, only one or two criteria apply. Student work is evaluated by giving the task a level of achievement in one or more of the criteria.

MYP Level Descriptors

Each criterion has level descriptors that describe at each level of achievement what the student knows, understands or is able to do. The descriptors explain what the level stands for in terms of the student's learning and development.

MYP Grade Boundaries

Report grades use the MYP 1-7 scale, where 1 is the lowest and 7 is the highest. First, the levels the student has reached in each of the criteria are added together. Then, the MYP grade boundaries for that subject area applied to the total to determine the student's final 1-7 grade. The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries.

MYP Total (based upon levels awarded for Criteria A, B, C & D)	MYP Grade
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

*The MYP grade boundaries are the same for every subject, except for the grade boundaries for The Personal Project and IDU.

If the student achieved 18 out of a maximum possible of 32 when all the criteria are added together, he/she would receive an overall MYP grade of 4 for the subject. The grade boundaries are the same for every MYP subject, however, the grade boundaries for the externally assessed eAssessments will vary slightly every year as these are determined at the Grade Award Level Meetings by IB Chief and Principal Examiners.



Final grades and the student's approaches to learning are used to determine the promotion of the student into the next year. See Absences and Promotion Criteria section below for more information.

Submission of Assessment

If a student has not submitted their work for assessment after being reminded and given extra time, the student will be marked a 0 for the particular criterion being assessed. Secondly, if a student has submitted work and is of poor quality, he/she can be marked a 0 for that criterion being assessed.

Non-applicable (NA) will be shown for this appropriate criterion and may lead to an incomplete (INC) final grade on the report. Students with an INC or NA on their final report will not automatically be promoted to the next year. Subject teachers will contact parents when work is missing via a notification on Managebac. However, it is ultimately the student's responsibility to hand in work independently.

The IB does not endorse averages or percentages for achieving the final criterion mark. Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student's final standard of achievement.

The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. It is introduced to the students towards the end of MYP4 and completed in February of MYP5.

Students:

- decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.



- evaluate the product/outcome and reflect on their project and their learning.

The project is internally assessed by the supervisor, and then standardized with other MYP teachers after which the work is submitted to the IB for external moderation.

Reporting in the MYP

Students' progress will be formally reported on four times per year via Managebac, as follows:

- Mid November, students will receive a progress report with comments from subject teachers and progress indicators on each of their subjects.
- Early February, students will receive a report with grades on each of the 4 criteria and an overall MYP grade for each subject. This report will also include a comment from the Mentor Teacher, where student progress and their ATL skills will be referred to.
- Early April, students will receive a report which will include criteria grades and an overall MYP grade for each subject with a comment from each of their subject teachers.
- Finally, in July, students will receive a report to include final criteria grades and an overall MYP grade for each subject. This report will also include a comment from the Mentor Teacher, where student progress and their ATL skills will be referred to. In addition to this, MYP3 will receive feedback from their Community Project supervisor.

Absences & Promotion Criteria

Attendance in Secondary School is crucial to make progress. If a student has missed 10% or more of lessons without valid and documented reasons, they will not be promoted to the next year.

If a student is not promoted for a second time in consecutive school years, the school will work with families and external agencies (*Samenwerkingsverband*) to establish a course of action. At this stage it is not advisable to stay at ISD due to psychological effects of repeating the year



twice.

Parents will always be informed about students at risk, with the aim of collaborating to support their child's progress.

Regular testing is carried out through the course of the IB programmes, such as CAT and PASS, in order to collect data and monitor academic progress.

Promotion criteria for MYP 1-4

Successful completion of the MYP years 1-4 is defined by meeting the following criteria at the end of the final term of the academic year:

1. Minimum overall score of 32.

The Minimum score is calculated by adding the final grades for each of the subject groups. For subject groups where students take more than one course the highest final grade is used to calculate the minimum score. For example if a student has a 6 for Visual Arts and a 5 for Music, then the 6 for Visual Arts will be counted for minimum score. See table below for the subject groups offered.

Subject Groups	Courses offered at ISD (MYP1-3)
1. Language & Literature	<ul style="list-style-type: none"> • English • Dutch
2. Language Acquisition	<ul style="list-style-type: none"> • English • Dutch • Spanish • French
3. Individuals & Society	<ul style="list-style-type: none"> • Integrated Humanities
4. Science	<ul style="list-style-type: none"> • Science
5. Performing Arts	<ul style="list-style-type: none"> • Visual arts • Music
6. Mathematics	<ul style="list-style-type: none"> • Mathematics
7. Design	<ul style="list-style-type: none"> • Design
8. Physical Health Education	<ul style="list-style-type: none"> • Physical Health Education

2. A maximum of 2 Final Grades below 4 out of 7.
3. All Final grades above 2 out of 7.
4. Successful completion of Service and Action.



Promotion criteria for MYP5 to DP1

Successful completion of MYP 5 is defined by the following criteria at the end of the year;

1. Minimum score of 32 for the 7 subject groups and the Personal Project included
2. A maximum of 2 Final Grades below 4/7
3. Achieve at least a 3 on the MYP Personal Project
4. Successful completion of Service and Action

A student who successfully completes MYP 5 will receive a school certificate and record of achievement from the IB organisation. Successful completion of MYP 5 does not automatically promote a student to all DP subjects. Requirements for the DP subjects are mentioned below.

Placement in Higher Level (HL) subjects

All choices for subjects are based on the achievement levels in MYP 5. Students must have an average of level 5 throughout the year to choose a HL subject in the DP. For Mathematics and Science HL students are required to have at least a final grade of 6 before the final report. Students will need to ask for approval from their subject teachers to do a HL subject. Students who do not meet the requirements may request for an entry to HL. This request is made to the DP coordinator. The DP coordinator will discuss this request with subject leader and the leadership team.

Assessment in the DP

Attendance and Promotion Criteria for DP1 to DP2

All students in DP 1 and DP 2 are assessed with grades from 1 to 7, with 7 representing the highest grade.

At the end of the term, each student will be graded based on assessments and official IB Grade Descriptors. DP teachers will take into consideration the overall progress made by the student throughout the school year and assign a best fit grade.

Along with 90% attendance rate requirement, promotion from DP1 to DP2 AND the awarding of the Diploma Programme are based on the following official



guidelines:

All assessment components for each of the six subjects, core, and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate providing all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. The candidate is on track for Theory of Knowledge and/or the Extended Essay.
- d. There is no grade 1 awarded in a subject/level.
- e. There are no more than two grade 2s awarded (HL or SL).
- f. There are no more than three grade 3s or below awarded (HL or SL).
- g. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- h. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- i. The candidate has not received a penalty for academic misconduct from school or the IB.

If a student does not meet the promotion criteria at the end of DP1 then students may have to repeat DP1. The following matrix will be used as from the May 2015 session for the awarding of points for ToK/EE.

The Diploma Programme Award

To achieve the IB Diploma Programme Award at the end of DP2 the students must meet specific criteria. The IB states that students do not meet the requirements of the programme if any of the below failing criteria apply:

1. CAS requirements have not been met.
2. Candidate's total points fewer than 24.



3. An N has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. A grade E has been awarded for one or both of Theory of Knowledge and Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has received a penalty for academic misconduct from school or IB.

Find below the overview of IBDP assessment components of the DP per subject group.

Group	Subject	Internal assessment	External assessment
1	Lit and Lang	Individual oral commentary Individual oral presentation	Written examinations
2	Language acquisition	Individual orals	Written examinations
3	History Geography Pamoja options Business Management	Historical investigation Field work Project Written commentary Research project (HL)	Written examinations Written examinations Written examinations Written examinations
4	Biology Chemistry	Experimental investigations	Written examinations Written examinations



	Physics Environmental systems and societies. Computer science		Written examinations Written examinations Written examinations
5	Mathematical Studies Mathematics SL Mathematics HL	Portfolio	Written examinations Written examinations Written examinations
6	Visual Arts	Investigation workbook Studio work	External Assessment done by visiting examiner of Studio and Investigation work
Core	Extended essay Theory of knowledge	Presentation	Research Essay Essay submitted electronically

(International school Utrecht, 2016)

All summative assessments will contribute the report card grades which will be used to monitor the progress all students within the DP. All summative assessments will determine whether a student can be promoted from DP 1 to DP 2.

At ISD, we use the following standards published by the IB to determine the term grades:

- Each subject is graded 1–7, with 7 being the highest grade.
- Grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on).
- The grade descriptors of each DP subject group. The grade descriptors indicate the achievement at each grade (1 to 7) for a group of subjects. The descriptors may refer to specific groups, but they are similar across all groups.
- The relevant DP subject criteria for the different assessment components. The subject criteria are derived from the course aims and objectives. The DP subject guides contain detailed information about the subject criteria.



- The weighting (%) for the different assessment components. The weighting indicates how IB internal and external assessment contributes to the final subject grade (1 to 7). This information is specified for each subject in the DP guides.
- The latest available May examination session grade boundaries. These are matrices that convert achievement from all assessment components of a subject to a single grade (1 to 7).
- The Extended Essay (EE) and Theory of Knowledge (ToK) matrix. Achievement on both EE and ToK is indicated with letters from A to E. The following matrix maps the letters to the combined points that students can achieve.

		TOK					
EE	Grade awarded	A	B	C	D	E or N	
	A	3	3	2	2	Failing conditions	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

- The overall maximum points from subject grades, TOK and the EE is therefore $45 = (6 * 7) + 3$.
- There are no grades/letters awarded for creativity, action, service (CAS), but active participation and meeting the CAS learning expectations are requirements for promotion from DP1 to DP2. (International school Haarlem, 2021)

Inclusive Assessment Arrangements for IB DP Assessments

In line with the IB Inclusive Assessment Arrangement policy, teachers and mentors feedback information to the Learner Support Coordinator if issues arise and a student is identified as having an assessment arrangement or specific educational support.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:



- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issue.

Students with special assessment needs are required to produce medical documentation at the start of the course so that measures to support them can be put into place. Applications for special access arrangements in examinations are submitted to the Diploma Coordinator and then to the IB during the first term, or later should circumstances change, and the access arrangements authorized are practiced throughout the course so that the student can perform to the best of his/her ability and have a realistic understanding of his/her levels of achievement.

Progress Review and Reporting in the DP

DP students will be given regular written and oral feedback on their progress by both subject teachers and the coordinator during the course of the two-year program.

1. DP students will be given a short one to one progress talk with each of their subject teachers (October, February, April, and June). During these discussions students and teachers can discuss the progress of the students and possible improvements to raise the attainment of all students.
2. Each student will set themselves targets for the upcoming semester for all their subjects and reflection on these targets will take place at the end of each semester,
3. Targets and grades will be monitored and reviewed periodically.

Reporting of progress in the DP:

Students' progress will be formally reported on four times per year on Managebac, as follows:

- End of October and end of April students will receive a progress report uploaded onto Managebac. On this report a predicted final grade (1-7),



approached to learning (ATL) achievement, and mentor comment will be provided.

- At the end of January and the end of June, full written reports are uploaded onto Managebac, providing written comments from all subject teachers.

Award of DP program by the IB:

IB awards the diplomas to a student who meets successfully the following assessment requirements.

- The student must study at least six subjects, plus the three core subjects (EE, TOK and CAS).
- The student must choose 3 (or 2) Standard Level (SL) and 3 (or 4) Higher Level (HL) subjects.
- The student must accumulate no fewer than 24 points from assessment in these subjects.
- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
- The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
- The student has not received a penalty for academic misconduct from the Final Award Committee.
- The student must meet all of the requirements within a maximum of three examination sessions.
- A student who takes the diploma in multiple languages may be eligible for a bilingual diploma. (IBO org, 2021)

Policy review

This policy was reviewed in December 22 by a review committee. It is the responsibility of the PYP, MYP and DP coordinators to develop and maintain the policy review cycle, updating the information.



PYP, MYP and DP coordinators and the SLT will be responsible for providing copies of this policy to the school community through staff meetings, school newsletter and website.

Further reference

This policy is to be read in conjunction with

- Language policy
- Inclusion policy
- Promotion Criteria
- ISD Standard terms and conditions



Appendix 1

MYP Secondary

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, French 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: Evaluating

Students analyze disciplinary knowledge and evaluate interdisciplinary perspectives.

Criterion B: Synthesizing

Students create a product that communicates purposeful interdisciplinary understanding and justify how their product communicates interdisciplinary understanding.

Criterion C: Reflecting

Students discuss the development of their own interdisciplinary learning and discuss how new interdisciplinary understanding enables action.

Personal Project- only applicable to students in MYP 5

Criterion A: Planning

Students state a learning goal for the project and explain how a personal interest led to that goal. Students state an intended product and develop appropriate success criteria for the product. Finally, they present a clear, detailed plan for achieving the product and its associated success criteria.

Criterion B: Applying Skills

Students explain how the ATL skill(s) was/were applied to help achieve their learning goal and explain how the ATL skill(s) was/were applied to help achieve their product.

Criterion C: Reflecting

Students explain the impact of the project on themselves or their learning and evaluate the product based on the success criteria.



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