

Deledda International School Assessment Policy

Deledda International school recognises that teaching, learning and assessment are fundamentally interdependent.

Philosophy

Students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments.

Teachers use multiple forms of formative assessment to inform students of their learning and progress. Formative assessments are the grounding and preparation for students to learn the skills needed for interim assignments and summative assessments. Additionally, they provide opportunities for students to make managed errors and learn from their mistakes.

Summative assessments are the teacher's final opportunity to assess the summation of learning before moving on to new topics or skills.

Grades are neither the result of an average of assignments, nor the result of a single summative assignment. Instead trimester grades will take into account the accumulated learning shown by a student. Formative learning with corrective feedback should result in improved performance over time.

Research shows that corrective feedback is the most powerful learning tool for student performance growth. Thus, summative trimester grades are not an average of all assignments; rather, they are an indication of the level the student has finally attained and sustained.

Assessment in practice:

- Assessment at DIS is criterion-related; however, the MYP and DP use distinct schemes and subject specific criteria. The final report card marks are out of 7 for both MYP and DP. Grade boundaries are applied to determine the final mark out of 7.
- Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at DIS
- Assessment activities and tasks must allow students access to the full range of achievement descriptors.
- IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the MYP, students and parents must be provided with their own copy of MYP criteria for each subject. Students must be clearly informed of the criteria that will be used by the teacher to evaluate any work turned in for assessment.
- Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks.
- In the Diploma, teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate any task, both for internal assessment (IA) and external assessment (EA). Teachers must explain what is required for students to meet the criteria for any particular piece of assessed work

Students' Responsibilities

- Be autonomous learners by thinking independently, assessing their own progress, and taking responsibility for deadlines without excuse.
- Analyse and monitor their own formative and summative assessment to assess their own progress.
- Arrange meetings with subject teachers to get personalized feedback.
- Prepare purposefully for all assessments to maximize progress and assessment scores.
- Submit work on time, adequately attending to draft and final deadlines without exception.
- Follow the deadlines posted on Managebac,
- Follow deadlines for large assignments to ensure adequate progress and maximise potential.
- Follow academic honesty guidelines and ensure that any work that is submitted is your own, or referenced using a the format decided by subject teachers.

Teacher's Responsibilities

- Give timely and detailed written and oral feedback on assignments.
- Create opportunities for students to assess their own work and to assess and be assessed by their peers.
- Focus on the assessment of students' learning outcomes rather than just teaching content.
- Analyse assessment data to identify patterns of individual student performance and needs.
- Work in collaborative teams to design and assess common assessments.
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong.
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Assess formatively with feedback, before assessing summatively.
- Bear in mind the student's co-curricular activities and whole academic schedule, and use only meaningful assessments.
- Post task and assessments on Managebac
- Work with the Learning Support Team (ESOL/Counseling/Learning Support) to design assessments that will effectively assess the learning of students with specific learning needs.
- Communicate with students' advisors and parents when students have excelled or been challenged by an assessment.

Programme coordinators and Class coordinators' responsibilities

- Observe and encourage peer-to-peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning.
- Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.
- Collate, distribute and encourage the use of student related summary data (IBDP assessment data, IBMYP criterion grades, report card grades).
- Provide time in the school day for teachers to plan and reflect.
- Analyse whole school data trends and plan professional development time to match achievement goals.

MYP:

MYP teachers meet twice a year in departments to discuss, moderate and ensure that marking standards follow exactly the rubric-based criteria of the MYP assessment system. In this way, students receive fair marks. In each subject of the MYP programme students' works are assessed awarding marks on the basis of 4 criteria. These criteria and their marking assessment bands are stated and published by IBO every year. For the current year the criteria are summarized in the tables that are available on our website (please have a look at the Power Point Presentation used at the meeting which is held with parents every year in October). According each criterion students can be awarded a mark in a scale from 0 to 8.

There are two types of assessment tests, formative and summative. The formative assessment gives the teacher and the students elements to understand what is level of comprehension and learning in progress; they can be short tests, or orals, or quiz or questions made by the teacher to the class, or research projects done either individually or in group, or homework check and other methods of common use at International schools. For this type of tests the teacher may use an assessment strategy which not necessarily is based on the IB criteria: it can be a grade in a scale which is different from the aforementioned one, it can be a percentage (78%, for instance) or a written comment (for example: "exhaustive and complete answer"). The teacher will keep track of these formative results on his/her personal agenda.

The summative assessment instead is done at the end of each unit of work. In this case case the exam form is mainly written or oral; also individual or group projects can be used for this assessment type but they include all the parts the unit of work is made of. Summative assessment aim is checking each student's learning objective outcomes. The summative exams can be assessed against one or more assessment criteria. For each subject on the basis of the exam specific characteristics the teacher decides which criteria out of the four available ones will be used to assess the students. The exam grade is then determined according to the assessment Rubric whose strands describe what mark in a scale from 0 to 8 the teacher can award.

In summative assessment the teacher can award whole grades only (therefore grades like $6\frac{1}{2}$, or 7+, or 8/9 and similar do not make any sense and are not used). To make students be aware of how they will be assessed, the teacher informs them about the criteria and the assessment rubric in use for the exam well before it takes place. The assessment rubric can be specific (created by the teacher for the test purpose and therefore it contains the specific descriptors of the applied criteria), or it can be a more general rubric realized by the teacher subject department on the basis of the MYP guidelines. The rubrics which are used to assess summative exams are published on Managebac to make them available to students and families. In each subject each criterion must be assessed at least twice a year.

The end of first term report cards (in February) and the end of year report cards show instead grades that for each subjects are in a scale from 1 to 7. The grade in each criterion is determined considering the student's results during the term, or the year, on the basis of the weights the teacher gave to each exam, of the global student progress, of the formative assessment and of the student specific situation. Over the two school terms (the former being made of 5 months and the latter of three months) all the criteria will have to be evaluated in each subject at least twice. The grades of the assessed criteria are then added up. The final resulting grade from 1 to 7 is obtained comparing the total of this addition to the "grade boundaries" that are described for each subject on IBO guides and clearly written on both the school report cards and on Managebac. This final grade must mirror the student level of achievement description according to the IBO rubric which follows here below (OLA = Overall Level of Achievement). The following table describes the general meaning for the different levels of achievement.

OLA	MYP General Grade Descriptors
Grade 1	Minimal achievement in terms of the objectives
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

DP:

Both for formative and summative assessment, depending on the subject and on the specific task to be evaluated (papers, orals, literature written task, explorations, lab reports, etc...), students' works are assessed awarding marks according to different systems:

- markschemes,
- markbands,
- criteria, or
- a combination of the aforementioned.

If tasks are past IB exam papers, teachers use the markscheme and the relative markband provided by the IBO through the OCC website (subject reports). If instead the tasks are extracts or modification of past papers, teachers model the markschemes and the markbands accordingly. In case of the use of a subset of the criteria for a particular task, teachers assign to each assessed criterion a grade using the best fit approach, and then convert them to a grade from 1 to 7 using their professional judgment.

DP teachers meet twice a year in departments to discuss, moderate and ensure that marking standards follow the assessment indications of the published subject guides. In this way, students receive fair marks.

Midterm and end of the year reports show for each subject a final grade on a scale from 1 to 7. Descriptor of these levels of achievement are clearly shown on the individual subject guides published by the IBO.

Below the General descriptors of the DP levels of achievement.

DP General Grade Descriptors	
Grade 1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
Grade 2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
Grade 3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
Grade 4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
Grade 5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
Grade 6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
Grade 7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or

	<p>solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>
--	---

EE / ToK Matrix, from 2015

		THEORY OF KNOWLEDGE				
E X T E N D E D	E S S A Y		A	B	C	D
		A	3	3	2	2
		B	3	2	2	1
		C	2	2	1	0
		D	2	1	0	0
		E	Fail	Fail	Fail	Fail

MYP policy revised for authorization in 2013.

Dp policy aligned in 2015

Last revised March 2016

DIS would like to acknowledge the contributions of the following: IB schools; International School of Paris ISP.