

ist International
School of Tallinn

ASSESSMENT POLICY

Mission	3
Vision	3
IB Learner Profile	3
Statement of Philosophy	3
Philosophy	3
1 Assessment Policy in the Primary Years Programme (PYP)	4
1.1 Definition of Assessment	4
1.2 Rationale	4
1.3 Assessment Aims	4
1.4 Components of Assessments in the PYP	5
1.5 Forms of Assessment - Assessment is ongoing	5
1.5.1 Formative Assessment	5
1.5.2 Summative Assessment	5
1.5.3 Standardized Testing	5
1.5.4 Recording	6
1.6 Assessment Strategies and Tools for the PYP	6
1.6.1 Strategies	6
1.6.2 Tools	7
1.6.3 Reporting	7
1.6.4 Anecdotal Notes	7
1.6.5 Assessment and Report Format	8
1.6.6 Toddle Online	8
1.6.7 The Written Report	9
1.6.8 Conferences	9
1.6.9 Assessment periods in PYP	9
1.6.10 Student feedback	10
1.6.11 Parent feedback	10
2 ASSESSMENT POLICY IN THE MIDDLE YEARS PROGRAMME (MYP)	11
2.1 RATIONALE	11
2.2 Assessment aims:	11
2.3 Why Assessment	12
2.4 Components of assessments:	12

2.5	Assessment strategies and tools for the MYP	12
2.6	Forms of assessment	12
2.6.1	Formative Assessment	13
2.6.2	Summative assessment	13
2.6.3	Submission of Formative-Summative Assignment Task	13
2.6.4	Consequences for the non submission of work.	14
2.6.5	Differentiation for Assessments	14
2.7	Academic Integrity	14
2.8	Criterion based Assessments	15
2.9	MYP Achievement levels and Grades	16
2.10	Recording and Reporting of Formative-Summative Task	16
2.10.1	Recording and Reporting grades	16
2.10.2	Reporting and Grading Schedule	17
2.11	ATL SKILLS:	18
2.12	Internal Standardization	18
2.13	Standardization Procedures	18
2.14	Conferences	19
2.15	Schedule of conferences: MYP 1-5	19
2.16	Promotion Criteria in MYP	19
2.17	Toddle as Learning Management System	20
2.18	Standardized Testing	20
2.18.1	NWEA MAP (Measures of Academic Progress)	20
3	ASSESSMENT POLICY IN THE DIPLOMA PROGRAM PROGRAMME (DP)	21
3.1	NWEA MAP (MEASURES OF ACADEMIC PROGRESS)	21
3.2	ALIGNMENT WITH OTHER POLICIES	21
4	References	23
	A note on the process of this document:	23
	Policy Review	23

MISSION

The International School of Tallinn (IST) mission is to support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment.

VISION

We want to create a global community that values inquiry, critical and creative thinking, open and entrepreneurial mindedness, and acts with tolerance and compassion.

IB LEARNER PROFILE

The core of International Baccalaureate programs is the IB Learner Profile and the International School of Tallinn celebrates the promotion of these student attributes:

Inquirer: Acquires skills for purposeful, constructive research

Thinker: Applies thinking skills critically and creatively to solve complex problems

Knowledgeable: Explores knowledge across a range of disciplines. Engages with issues and ideas that have local and global significance

Communicator: Receives and expresses ideas in more than one language including the language of mathematical symbols

Risk-taker: Approaches unfamiliar situations with confidence

Principled: Displays integrity, honesty and a sense of fairness and justice

Caring: Develops a sense of personal commitment to action and service

Open-minded: Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view

Balanced: Understands physical, mental and personal well-being

Reflective: Analyzes own strengths and weaknesses.

STATEMENT OF PHILOSOPHY

Philosophy

At International School of Tallinn (IST), we believe assessment is one of the most important tools we use to inform planning and practice, guide instruction and lead to improved student learning. Assessment is the key component that allows us to effectively differentiate the curriculum, personalize learning, and deliver the curriculum to a student's zone of proximal development. We believe that the best assessment is ongoing, relevant and authentic, it should include all stakeholders.

At IST, we focus on taking action while balancing our lives as we become life-long learners. We give importance to the development of skills and attitudes that help us to be inquisitive, communicate, and reflect upon the world.

1 ASSESSMENT POLICY IN THE PRIMARY YEARS PROGRAMME (PYP)



1.1 Definition of Assessment

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. (*Making the PYP Happen, 2009*)

Why do we Assess?

1.2 Rationale

Assessments are considered to be an integral part of teaching and learning at the IST, ensuring the child's overall academic, social and cultural development in the programme. The Assessment policy at IST is aligned with IB assessment philosophy and informs the importance of assessment to all stakeholders involved. The main objective of assessment at IST is to provide students with feedback on their learning, in order to allow students to learn and improve further. At IST we believe that each child is unique and we apply a balanced approach to assess the child's capabilities to quantify the skill set attained by a child at the different stages of the learning cycle. Evaluation is done through varied parameters and is communicated to the stakeholders transparently in order to understand and enhance the learning outcomes needed.

1.3 Assessment Aims

The Assessment Policy aims at enriching a student's knowledge through a journey of exploration, ensuring that the student acquires the required skill set and compiles it to reflect the learning outcome. Assessments should be integrated into the curriculum.

- Students are encouraged to reflect upon their learning through a variety of ongoing assessments.
- Assessments help to keep track of the progression of each student's learning outcomes
- Through continuous support and feedback, educators play a vital role in guiding students towards their learning objectives and personal growth.
- Engaging students in reflection to determine strengths and weaknesses and to set goals

1.4 Components of Assessments in the PYP

The assessment component in the school's curriculum is divided into four closely related areas.

- Monitoring – checks the progress of learning against a student's personal goals
- Documenting- the process of compiling the evidence of the learning
- Measuring – captures what a student has learned at a particular point in time, data is analysed to inform learning and teaching
- Reporting – Describes and communicates the progress and achievement of the student.

1.5 Forms of Assessment - Assessment is ongoing

1.5.1 Formative Assessment

Formative assessment provides information that is used to plan the next stage of learning. Formative assessment and teaching are directly linked, and function purposefully together. Formatives aim to promote learning by giving regular and frequent feedback on a student's learning progression. Formative assessments help learners to recognise the criteria for success, to foster enthusiasm for learning, to develop the capacity for self-assessment, to engage in thoughtful reflection, and to deepen knowledge and understanding.

1.5.2 Summative Assessment

Summative assessment aims to give students and teachers a clear insight into each student's understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It measures understanding of the Central Idea and promotes students toward action.

The IB learner profile is transparent in the classroom, and evident in the general language of the school. Students should reflect on their development on a regular basis through guided self reflection. This self-reflection will vary according to age group and language ability.

Assessment should effectively guide students through the five components of the PYP framework: Learner Profile Attributes, acquisition of knowledge, mastering of ATL skills, development of key concepts and related concepts, and demonstration of action as a result of learning.

1.5.3 Standardized Testing

NWEA MAP testing is given to students from PYP4 to PYP 5. They are tested on their knowledge and skills in Reading and Mathematics. MAP is a norm-referenced measure of student growth over time. The teachers use the data and discuss progress with the students and parents. The information is used to inform the next steps in teaching and learning for students. The teachers design the lesson catering to the needs of individual learners. The MAP reports will provide teachers with additional knowledge of where a student's strengths are and if additional support is needed in any specific area.

1.5.4 Recording

Teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of strategies and tools.

1.6 Assessment Strategies and Tools for the PYP

1.6.1 Strategies

Observation

All students are observed regularly, ranging from group to individual observation. Observations will be particularly useful when assessing some attitudes and/or skills.

Open-Ended Task

This strategy allows teachers to present students with a stimulus and ask them to communicate an individual, creative response.

Performance Assessments

This form of assessment meets the individual learning styles of each student and requires the use of many skills. The demonstration of a student's understanding may take the form of compositions, research reports, presentations, role-playing, or proposed solutions to a problem.

Portfolio Assessment

Portfolios can be used to record learning achievement. Sample work is chosen to demonstrate a student's level of knowledge, understanding, skills and attitudes, including reflections by students.

Process-Focused Assessment

Through observation, a system of note taking and record keeping is created to minimize writing and recording time: checklists, inventories, and narrative descriptions.

The Exhibition

PYP 5 students participate in a culminating project. The PYP 5 exhibition requires that each student demonstrates engagement with the five essential elements of the PYP program – knowledge, concepts, skills, attitudes, and action. It is also an opportunity for the students to exhibit the developed attributes of the Learner Profile. The exhibition takes place under any of the six transdisciplinary themes.

Process Journals

The use of process journals allows the teacher and student to engage in a meaningful and purposeful reflection on the learning process.

Selected Responses

Tests and quizzes are the most familiar examples of this form of assessment. The answer might be a brief written answer, a drawing, a diagram, or a solution.

1.6.2 Tools

Exemplars

These are samples of student work that serve as a benchmark for each achievement level in a scoring rubric.

Checklists

These are lists of information, data, attributes or elements that should be present in student work. A mark scheme is a type of checklist.

Anecdotal Records

Anecdotal records are brief written notes based on observations of students. “Learning stories” are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

Continuum

These are visual representations of developmental stages of learning. They show a progression of achievement or identify a student’s progress in the learning process.

Rubrics

Rubrics provide an established set of criteria for rating students in all areas. The descriptors inform the assessor of the characteristics or signs to look for in a student’s work and then how to rate that work.

1.6.3 Reporting

Reporting on assessment is about communicating what students know, understand and can do. Reporting may take many forms including conferences and written reports.

Effective reporting should:

- Involve parents, students and teachers as partners.
- Reflect what the school community values.
- Be comprehensive, honest, fair and credible.
- Be clear and understandable to all the parties.

1.6.4 Anecdotal Notes

PYP teachers are expected to keep anecdotal notes on every student and record their observations. Accurate observations help meet the needs of individual students and facilitate curriculum planning. These observations are ongoing, focused and varied.

Assessments that indicate the level of prior knowledge, as well as formative and summative assessments, are used to inform the teacher and student of the next stages of learning. Opportunities for self-assessment and peer assessment are regularly provided.

Documenting Progress in the Units of Inquiry

Student progress is recorded in each individual student’s digital folder on the online learning platform, Toddle. Each Unit of Inquiry involves prior knowledge assessments, formative/summative assessments to ensure the understanding of the Central Idea. Many different tools such as checklists, rubrics, and thinking routines are used to document learning and progress. A student’s reflections and self-assessments on the Learner Profile are also documented.

Inclusive Assessment

IST acknowledges the variety of abilities and the individuality that exists in the academic, personal, and social development of a student. Differentiation of instruction is considered exemplary practice in all circumstances, it is one manner of dealing with learning differences. Inclusive assessment techniques may be appropriate for students with identified and documented learning needs.

1.6.5 Assessment and Report Format

Depending on the purpose and the type of assessment, the teacher will use the following grade descriptors. These can be used for both formative and summative assessment.

1.6.6 Toddle Online

Toddle is the online learning platform that is used in IST to formally document assessment.

PYP Descriptors	Symbol Descriptors	Explanation of Descriptors
Mastering	M	The student achieves the learning intentions independently and consistently, with high-quality and mastery, during the process of learning in a variety of different contexts.
Expanding	E	The student achieves the learning intentions with good quality and independence during the process of learning.
Progressing	P	The student occasionally achieves the learning intentions and meets some of the expectations throughout the learning process.
Developing	D	The student often requires support and demonstrates limited comprehension while aiming to achieve the learning outcomes.
Beginning	B	The student struggles and needs significant support during the learning process. They are often unable to successfully complete the given task.

1.6.7 The Written Report

Formal reporting will reflect a student’s performance on assessment tasks and overall achievements over a semester. Student progress descriptors will reflect their most consistent level of achievement, taking into account their most recent level of achievement at the time of reporting. Teachers will write personal and social comments on each student, making reference to the ATL’s, Learner Profile Attributes and Key Concepts

Approaches to Learning

- Self-management skills
- Communication skills
- Social skills
- Research skills
- Thinking skills

Key Concepts

- Form
- Function
- Causation
- Change
- Connection
- Perspective
- Responsibility

1.6.8 Conferences

Conferences are designed to provide an overview of the students' learning and progress, to discuss learning targets, and to highlight areas of success. There are two conferences each year.

1st Semester :Parent–Teacher–Student Conference

2nd Semester :Student-Led Conference

The student-led conference provides a student with the opportunity to take responsibility for and reflect on individual learning. A student reflects and identifies their strengths and areas for improvement. Parent(s) and Teacher(s), collaborate with the student in order to determine how they can best support future learning.

1.6.9 Assessment periods in PYP

1st Semester	2nd Semester
Ongoing Formative and Summative Assessments	
Parent–Teacher-Student Conference	Student-led conference
Written Report	Written Report

1.6.10 Student feedback

Daily ongoing feedback between a teacher and student encourages reflection and refinement of skills and understanding to support student learning and teacher planning.

1.6.11 Parent feedback

Parents are encouraged to make appointments by email if issues need to be discussed. Teachers will email parents informally throughout each year to communicate progress or issues in a constructive manner.

2 ASSESSMENT POLICY IN THE MIDDLE YEARS PROGRAMME (MYP)



2.1 RATIONALE

The IST's mission is to have an impact on education and build a reflective foundation for life. Learning at the IST is based on three pillars: the personal, social and emotional development of a child; developing critical thinking skills; and maintaining academic rigor to strive for excellence. We believe in fostering creativity that is vital in all spheres of life and critical in the middle years program and needs to be sustained with rigor and discipline. This is where assessments become pivotal in promoting lifelong education and learning for our global citizens in the making. Assessments are intended to provide information about a student's performance in the areas of both strengths and challenges. An assessment should also provide information on the efficacy of the programme. Assessments will focus on the knowledge and cognitive understanding of students, their ability to analyze and assimilate information and instructions, and expression of opinions and feelings at different stages of the learning process.

2.2 Assessment aims:

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning. The primary goals as stated in "MYP: From Principles into Practice" (79) of the MYP assessment at IST are:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

2.3 Why Assessment

- To create opportunities for all students to do more.
- To inculcate a growth mindset.
- To create ownership and responsibility for learning.
- And to make assessment as learning, for learning and of learning

2.4 Components of assessments:

There are three reasons to assess students in the MYP program

- Assessment for learning - formative assessment.
- Assessment as learning - feedback and reflection.
- Assessment of learning - summative assessment.

2.5 Assessment strategies and tools for the MYP

Types of Assessment Formative assessments may include

- Short tests, Concept mapping: To review the overall understanding of a topic, or to assess the conceptual understanding or the knowledge base.
- Quiz, Class discussions, Role-play, Debates & Oral presentation: Help teachers and students assess the presentation skills, knowledge, recollection of facts and communication skills.
- Projects, Research work or Field work: Involves students identifying sources for information, collecting data, sort and interpreting. Research skills, Transfer skills, social skills and communication skills can be assessed.
- Class-work: Assimilation and comprehension of knowledge can be assessed through worksheets, note taking etc.
- Home-task: This complements the work done in class and is essential to learning. Could involve homework worksheet, problem solving, small assignments etc.
- Formal written tests: Conducted on topics learnt through units.
- Presentations: Formal tests through presentations where the student is given advance notice on all aspects of assessment, including the criteria rubric.
- Research Projects: Task is given to students with clear guidelines including the criteria rubric.
- Assignments: Short term task given to students with clear guidelines.
- Assessments might be peer or self-assessed. The formative and summative assessments are both explained in class and recorded on the school's electronic learning platform.

2.6 Forms of assessment

Assessment in MYP is an integral part of learning. Students engage in providing self-assessments and giving feedback on the thinking strategies, processes and their outcomes. In MYP, teachers organize **continuous assessment** over the course of the program according to specified criteria that correspond to the objectives of each subject group. (*MYP Principles and Practice*)

2.6.1 Formative Assessment

Formative assessments provide teachers and students with insights into the ongoing development of knowledge, understanding, skills, and attitudes according to International Baccalaureate expectations. Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. These assessments ensure that teachers can give timely feedback that helps students improve to complete the summatives. Student peer and self-assessment can be important elements of formative assessments plans. As formative assessments are integral to the learning process, they are subject to a strict 2-day late submission deadline.

2.6.2 Summative assessment

Summative assessments provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. These are “generally aimed at determining the level of achievement of a student at the end of a course of study” or a unit of study within a course according to International Baccalaureate (IB) expectations. Summative assessments may include timed writing, essays, creation of solutions or products in response to problems, projects, investigations, performances, research, and examinations. Students must follow the strict 2-day late submission deadline for the summative assessments.

MYP teachers will **use summative assessments task sheets using a standard form**. These task sheets explain the assessment and include subject-specific criteria that clearly identify what students need to do to reach the objectives of the task. Teachers provide the details of the summative assessment on Toddle a week before, for them to get ready for the assessment.

2.6.3 Submission of Formative-Summative Assignment Task

If a student does not complete or submit formative/summative assignments on the due date, they will be required to complete the assignment in school before the established deadline, or as per the instructions of the teacher.

- Subject Teachers will use Toddle to report missing assignments to students, Parents and the home room teacher.
- Subject teachers in coordination with the Homeroom teachers will update parents and students on the completion status through email /Toddle. Missing Formative Assessment will be recorded as NA until it is submitted, and can no longer be submitted if the summative has already been completed (unless there are extenuating circumstances).
- Should there be noncompliance in the completion of preparation for learning or formative/summative assessments, subject teachers will inform the parents and the homeroom teachers too.
- If future tests or assignments are planned, which will require the student to know information/skills taught during his/her absence, the student will be responsible to “catch up” on that information/skills on his/her own time. The teacher will provide the

student with any necessary resource materials needed to complete his/her self-study.

- If a student fails to submit more than 3 consecutive formatives then the formal meeting can be organized between the parent, subject teacher and the MYP coordinator (HRT's/Subject teachers inform parents through email). Students must complete all missing or incomplete assignments during school time or as per the instructions of the teacher, and no submissions after the end of semester can be accepted.

2.6.4 Consequences for the non submission of work.

- On each occasion a deadline for a summative is not met, the subject teacher will inform the student and the home room teacher.
- **As formative and Summative assessments are integral to the learning process, they are subject to a strict 2-day late submission deadline.** In the event of non-submission on the third day, students will be required to use their recess time in the detention room for one or two days, until the assessment is completed. It is the responsibility of the subject teacher to ensure that students remain in the detention room to finish their work. Please note that late submissions of formative and summative assessments will not be accepted.
- Late submission of missed formative or summative assessments due to genuine reasons is subject to teachers discretion and can be negotiated on a case by case basis. The subject teacher will set a deadline for the student. This is up to the discretion of the subject teacher, but it should not be more than a week.

2.6.5 Differentiation for Assessments

Being an inclusive learning environment, differential assessment tasks would be provided to learners with documented SEN needs. Students are provided with opportunities throughout the school program and progress is reported to relevant stakeholders. Teaching practices and learning opportunities provide students with diverse needs access to their mandated curriculum. Every student gets an opportunity to study at the IST at MYP level.

2.7 Academic Integrity

The student is ultimately responsible for ensuring that all work is authentic and that all sources are correctly acknowledged. The student shall sign a consent on the task stating that each internal assessment represents original work. Here is the consent statement:

In accordance with the Academic Integrity Policy of IST, I declare that all the resource materials used to complete this task are free of plagiarism and I have not received any unauthorized assistance in preparing this assignment. I will solemnly follow the principles, rules and guidelines of Academic Integrity Policy at my School.

The IST Academic Integrity policy is based upon the criteria set forth in the MLA (Modern Language Association) across all subjects and grade levels. Teachers will consistently teach how to cite using MLA latest versions (version 9). Violation of the academic integrity agreement has serious consequences. For more information, **please see the IST Academic Integrity Policy** document.

2.8 Criterion based Assessments

Each MYP subject has a list of objectives featuring the essential skills and knowledge that the students are expected to develop over the course of the program. Each subject-specific objective corresponds to the four equally weighted assessment criteria: A-D.

Each subject area has a unique definition of the aforementioned assessment criteria.

Subjects	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Writing	Speaking
Individuals and 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 life 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 Projects	Planning	Applying skills	Reflection	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

2.9 MYP Achievement levels and Grades

Achievement levels are associated with criterion A, B, C, D as set forth in MYP subject guides. Each criterion can be awarded a grade between achievement levels 1-8 spread across four bands.

Based on the achievement levels from the four assessment criteria, the holistic grade is determined as a number out of 32 from which a grade from 1-7 is derived, with 1 as the lowest and 7 being the highest possible grade.

In the MYP, teachers address objectives (through classroom teaching and learning—the taught curriculum) and assess criteria (through formative and summative assessment tasks—the assessed curriculum).

Subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At IST, Teachers adopt a ‘best-fit’ model when using the achievement level descriptors. If a student demonstrates sufficient characteristics from a given band, the student will be awarded an achievement level that reflects the collected evidence of learning. “To inform the final achievement level in each criterion, teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgment”. (From Principles to Practice, P92)

2.10 Recording and Reporting of Formative-Summative Task

2.10.1 Recording and Reporting grades

During the academic year, students’ performances on formatives and summatives will be reported on the schools electronic learning platform by the subject-area teachers. A written report will be generated through the school’s electronic learning platform twice a year. This report will include the IB attitude and Approaches To Learning (ATL) skill and comments on each student. The criteria-based grades will be converted into IB grades on the scale of 1-7.

MYP Boundaries	Grade	Estonian grading equivalence	MYP descriptor
1 (very poor)		1	Minimal achievement
2 (poor)		2	Very limited achievement
3 (mediocre)		2	Limited achievement
4 (satisfactory)		3	A good general understanding
5 (good)		3	Consistent and thorough understanding and occasionally demonstrating originality and insight
6 (very good)		4	Occasionally innovative work
7 (excellent)		5	Consistent and thorough understanding with frequently innovative work

2.10.2 Reporting and Grading Schedule

Mid term first interim report		Mid-semester achievement levels(0-8)	October
First Semester Report		Achievement levels (0-8); Semester grades (1-7); Student reflections; Homeroom and subject teachers Comments for MYP 5	January
Mid term second interim report		Mid-semester achievement levels(0-8)	April
Second Semester Report		Achievement levels (0-8); Semester grades (1-7); Student reflections; Homeroom and subject teachers Comments for MYP 5	June

2.11 ATL SKILLS:

ATL skills learned and practiced during units or outside, can be integrated in assessment through a variety of tasks and projects involving problem-solving, hands-on approaches (individually and in groups), as well as traditional testing. Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology. Source: P:65 MYP From Principles to Practice

Communication Skills: Effective use of language through the exchange of thoughts and ideas through interaction (written, oral and non-verbal communication).

Social Skills: Collaborative Skills of working cooperatively and effectively with others

Organization Skills : Planning, managing, organizing resources, effective use of time and meeting deadline

Affective Skills: Skills of managing the state of mind. Mindfulness, perseverance, emotional management, self-motivation and resilience

Reflection Skills: Revisiting and reconsideration of every action. A thoughtful process for improvement after an in-depth analysis of one's actions.

Information Literacy: Skills of accessing, interpreting, evaluating and generating relevant information.

Media Literacy: Skills of interacting with different media to use, create ideas and information by giving due credit to all sources through proper academic acknowledgement practices.

Critical Thinking: Skills of analyzing and evaluating text, media, issues and ideas.

Creative Thinking: Generating novel ideas and considering new perspectives.

Transfer: Skills to draw connections and hence effectively using skills and knowledge in multiple contexts and across disciplines.

2.12 Internal Standardization

Standardization aims to achieve a uniform understanding of the relationship between achievement levels and performance. Teachers standardize the application of criteria to a task before determining a final achievement level.

Standardization of MYP assessment is best achieved by:

- The use of common assessment tasks.
- Shared assessment between the teachers involved.
- Regular communication between the teachers.

2.13 Standardization Procedures

Internal collaborative department meetings will be held at least two times a year.

- Different grade level teachers teaching the same subject will mark student work to arrive at a common understanding of the assessment objectives.
- Consensus between two different viewpoints/perspectives with respect to task specific requirements must be reached before deciding on the final achievement levels.
- MYP Coordinator might also organize meetings among teachers for standardization validity.

2.14 Conferences

The purpose of conferences is to share valuable information about the student’s progress. Parents, students and teachers are all valued partners in the reporting process. There are two conferences each year.

- 1st Parent–teacher–Student conference
- 2nd Student-led conference

The student-led conference is an opportunity for the child to take responsibility and reflect on their learning via teacher guidance. The student- led conference is held at the **end of the last term**. The student identifies strengths and areas for improvement. Parent(s) and teacher(s), where needed, collaborate with the student in order to determine how they can best support their learning.

Conferences are used to communicate the learning and progress of students to their parents. In these meetings, teachers and parents discuss the child’s individual strengths and weaknesses and any academic course adjustments. Formal and informal interactions will occur throughout the year and students will receive feedback on the performance on an ongoing basis. For **informal** meetings, parents are encouraged to schedule an appointment if significant issues need to be discussed. Refer to the Pupil’s Progress Review document for further discussion on conferences.

2.15 Schedule of conferences: MYP 1-5

1st Semester	2nd Semester
Minimum 2 formative assessments throughout each unit	
One summative at the end of each unit	
Parent–Teacher Student Conference (All teachers available)	Student-led conference (All teachers available)
Written Report	Written Report

2.16 Promotion Criteria in MYP

MYP promotion criteria for all MYP classes detailed in the MYP Handbook. Students are promoted as per the set criteria of each class, however in some cases, if the student scores less than the expectations, in this situation the discussions are done with the management and in the teacher's council meetings, and decisions are taken accordingly. The students will be assigned summer work and with successful completion they will be promoted to the next grade.

2.17 Toddle as Learning Management System

IST uses an all-in-one platform, Toddle, to collect and share assessment details. This includes both summative (final) and formative (ongoing) assessment information that students, parents, and teachers can easily access.

Toddle is our learning management system at IST for everything related to planning and evaluating student work. It's where our staff records what they're teaching and the assessments they're giving, and it's how they tell students and parents about it. This platform will have all the important documents like subject guides and course outlines, as well as daily updates on what's been taught. When a teacher assigns a task, they'll put the student's scores and any comments they have right into Toddle for everyone to see. It's also where you'll find out about upcoming and ongoing task and when the next assessments are happening.

With Toddle, we create reports for the IST MYP that are tailored to our program, offering a detailed look at each student's progress in their learning.

2.18 Standardized Testing

2.18.1 NWEA MAP (Measures of Academic Progress)

MAP testing is done for students from MYP 1 to MYP 5.. They are tested on their knowledge and skills in English, Science and Mathematics. MAP is a norm-referenced measure of student growth over time. The teachers discuss the progress with the students, parents and teachers design the lesson catering to the needs of the learners. The MAP reports will provide teachers with additional knowledge of where a student's strengths are and if additional support is needed in any specific area

3 ASSESSMENT POLICY IN THE DIPLOMA PROGRAM PROGRAMME (DP)



DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

For more information and details about DP assessment please see the DP assessment policy.

3.1 NWEA MAP (MEASURES OF ACADEMIC PROGRESS)

MAP testing is done for students from MYP 1 to MYP 5.. They are tested on their knowledge and skills in English and Mathematics. MAP is a norm-referenced measure of student growth over time. The teachers discuss the progress with the students, parents and teachers design the lesson catering to the needs of the learners. The MAP reports will provide teachers with additional knowledge of where a student's strengths are and if additional support is needed in any specific area

3.2 ALIGNMENT WITH OTHER POLICIES

International School of Tallinn's assessment philosophy and policy align with our values and policies as outlined below. In all these policies and positions, the student is central.

...to our Academic Integrity Policy

Our Academic Integrity Policy is essentially about the process of acquiring and processing information. The Assessment Policy aligns with our Academic Integrity Policy because we set clear objectives for the process of acquiring and using information – objectives which we also assess in accordance with our Assessment Policy.

...to our SEN Education Policy

Our Assessment Policy aligns with our Special Education policy because our Assessment Policy applies to all our learners - regardless of their learning abilities. Differentiation is

applied in designing the summative task. Our SEN Policy aligns with our Assessment Policy in that students are supported, where possible, in showing their learning

...to our Admissions Policy

If the students breach the academic honesty policy, further steps would be taken by the school. Please refer to the admission policy for further details.

...to our Language Policy

Our Assessment Policy aligns with our Language Policy in that we all assess and teach language throughout our various curricula. How a student uses academic language, for example, will have clear criteria and objectives that the student will be fully aware of and receive or generate feedback on throughout the course of their learning.

4 REFERENCES

International Baccalaureate *Making the PYP Happen 2009*

International Baccalaureate *The Primary Years Program – A Basis for Practice* International Baccalaureate

PYP: *From principles into Practice*

MYP: *From Principles into Practice*

We also gathered information from the following IB PYP school assessment policies:

Frank C. Martin International K-8 Centre

Hills International College

International School at Dundee

International School of Amsterdam

International School of Helsinki

Kunyang Primary School

Mornington Primary school

Scotch College WA

Wade King International School

The Woodlands Preparatory School

ASI International School, India

A note on the process of this document:

This policy was developed through a collaborative process which included IST teachers and administration.

IST's Assessment Policy is understood to be a working document that will evolve over time to suit the needs of our students, our school, and our development.

POLICY REVIEW

Created *April 2018*

Latest Revision *April 2024*