



International
School of London

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Section 1: Beliefs and Principles

Mission statement

The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL excellence in teaching and learning is defined by the degree to which we nurture student passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults.

Section 5 of the ISL teaching and learning policy describes the philosophy of assessment at the school as follows.

5. Effective assessment is an integral part of teaching and learning. It is ongoing and used as a tool for students to reflect on and develop their thinking

5.1 Assessment supports a personalised approach to teaching and learning, which involves listening to student feedback and adapting to that feedback.

5.2 Assessment enables teachers and students to monitor current learning and plan for the future.

5.3 Teachers use appropriate and varied assessment tasks.

5.4 Assessment is used as a tool to enter into a dialogue with a student or group of students to enable them to take their learning further.

5.5 Assessment provides explicit feedback to the learner so the student can monitor their own progress.

5.6 Self-assessment and reflection are essential to further learning.

5.7 Students work with peers to review and reflect on their learning.

Additionally, while Assessment **as** Learning is the ultimate goal at ISL, i.e. assessment is an integral part of learning - guiding the process and stimulating further learning, we appreciate that a comprehensive approach to assessment needs to include a combination of:

- Assessment **of** Learning - Teachers use assessment (usually summative) to measure the quantity and accuracy of student work and highlight the learning that has taken place.
- Assessment **for** Learning - Teachers use assessment (usually formative) to collect a wide range of data so that they can modify the learning work for their students and use the insights that come from the process to design the next steps.
- Assessment **as** learning - Students, personally monitor, in conjunction with teachers and parents, what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand (metacognition).

Assessment strategies can be

Formative: to identify future targets for the class, group and individual as appropriate within the subject areas

Diagnostic: to identify students' strengths and weaknesses for the purposes of personalising their learning or appropriate class placement.

Summative: to evaluate and monitor students' progress for the purposes of benchmarking and reporting*

* Note that these categories are not mutually exclusive; for example, all summative assessments are simultaneously potentially formative.

These principles underlie assessment practice in each phase of the school, Primary, Middle and College. Their application may differ in each section, as detailed in the phase-specific sections of the policy below.

Section 2: Scope of the policy

The purpose of this policy is to guide staff in the implementation of effective assessment in line with IB philosophy of assessment, national statutory requirements and the standards of the Council of International Schools. This policy also describes the application of the relevant statements about assessment in the whole-school policy on teaching and learning, as they are applied in each of the school sections: Primary, Middle and Diploma College. In the Middle and Diploma College sections, the operational aspects and detail of this application will differ across subjects. This detail should be given in associated *Departmental Agreements on Assessment*, which are reviewed and managed by Heads of Department.

Section 3: Compliance matrix

Statutory Framework:

The relevant statutory instrument for this purpose states that the school conforms to regulations if it *'...demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;'*

- The Education (Independent Schools Standards) Regulations 2014 (revised January 2015)

Programme Framework:

International Baccalaureate Standards and Practices: Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.

4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

- International Baccalaureate Programme Standards and Practices (IBO, 2014)

Accreditation Framework - Council of International Schools

The Main Guide to School Evaluation and Accreditation 8th Edition

STANDARD B8

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

B8a

Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.

B8b

Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.

B8c

Students demonstrate their learning through a variety of assessment models such as formal testing, self-assessment, peer review, projects, etc.

B8d

The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.

B8e

Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.

STANDARD B10

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

B10a

The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.

B10b

The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.

B10c

The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.

B10d

Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.

Section 4

Assessment policy by phase: Primary (6-11)

PYP Assessment:

ISL PYP Specific Philosophy on assessment:

Assessment is ongoing and should be used to inform teaching and learning.

Assessment, with a focus on teacher and peer feedback, should be documented in the planners and support next steps in learning and teaching. The focus is on developing assessment capability in teachers, students and across the learning community.

The fundamental purpose of assessment is to understand where the pupil is at any given time and over time in their learning; and to use this information to promote and support further learning.

Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate and responsive to learners.

The following four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understandings and self-regulated learning, identifying what students know, understand and can do.

Monitoring - observe and check the progress of a child over a period of time

Documenting - record progress in written, photographic, or other form

Measuring- assess the importance, effect, or value of the child's learning

Reporting - give a spoken or written account of something that one has observed and documented

When developing and conducting assessment and evaluation, Primary teachers at ISL ensure that they:

- Have a *clear purpose* for all assessment and evaluation processes used
- Gather information in an *ongoing* way in a range of *authentic contexts*
- Use a *wide range* of appropriate *strategies and tasks* to gather information
- Use a *collaborative approach* to gather information about students
- Create systems to record and manage data, i.e. a class assessment folder containing assessment data
- *Make adaptations* to assessment and evaluation processes when necessary
- Take time to *analyse* and *evaluate* the information gathered and make judgements about future teaching
- Facilitate regular opportunities for *students to reflect, self evaluate* and *set realistic learning goals*.

Assessment strategies for gathering information

General Guidelines

While we acknowledge that there are many ways to gather data in the classroom, we believe that it is important to develop *purposeful* and *balanced* processes for assessing that involve students, peers, parents or caregivers and teachers when gathering data.

Specific Guidelines

There are some strategies and tasks which are a mandatory element of the assessment process in the early and primary years. A brief description of these assessments is provided in the assessment tasks overview below. Please also refer to your PYP Assessment Folder for more detailed information on how and when these tasks are to be implemented in each grade.

	What?	Who?	Guidelines/Expectations	When?
General				
	<ul style="list-style-type: none"> ● <u>Parent Survey</u> ● General information about the child 	All grade levels	<ul style="list-style-type: none"> ● To be sent home to parents of all children at class presentation evening 	Beginning of year
	<ul style="list-style-type: none"> ● <u>Student Portfolios</u> ● All disciplines 	All grade levels	<ul style="list-style-type: none"> ● Refer to attached Student Portfolio Guidelines 	All throughout the year
	<ul style="list-style-type: none"> ● <u>Portfolio Reflections and Self Assessment</u> ● UOI, Language and Maths (may also include other disciplines) 	All grade levels	<ul style="list-style-type: none"> ● Reflections and Self Assessment will be kept in the Student Portfolios ● Reflections for UOI will be conducted at the end of each unit ● Reflections for all other key learning areas to be completed as per the guidelines 	Half termly Termly
	<ul style="list-style-type: none"> ● <u>Goal Setting</u> ● UOI, Language and Maths (may also include) 	All grade levels	<ul style="list-style-type: none"> ● In the first month of the year every teacher will teach goal setting strategies and review these each time new goals are set ● Students, teachers and parents will develop goals during the first Three Way Conference (goals will relate to specific academic 	Beginning of year (end of Week 4) December

	other disciplines)		challenges, the learner profile and attitudes)	
			<ul style="list-style-type: none"> Goals should be recorded on appropriate goal setting templates 	Termly
			<ul style="list-style-type: none"> Teachers will review and update goals with students each term 	
			<ul style="list-style-type: none"> Goals should be sent home by the end of the Week 2 of each term to be shared with parents (end of Week 4 for first term) 	Termly
			<ul style="list-style-type: none"> During the Student Led Conference the goals will be reviewed 	Termly
				May

- For more specific discipline assessments, please see the PYP Assessment Guidelines.

Student Portfolios

‘A portfolio is a record of students’ involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student’s progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolios are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action. Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators.’ (Making the PYP Happen)

Portfolio Detail

The online tool SeeSaw is used as a Portfolio for student work and a communication with parents.

A folder entitled 'Portfolio' should be created within the student's log-in and specific pieces, named in the PYP Assessment Guidelines, chosen to put into it to share at Three Way Conferences and Student Led Conferences.

Work samples should primarily be student selected with some teacher guidance.

Portfolio reflections and goal setting

Reflections

Portfolio reflections for all disciplines should encourage students to:

- reflect on the key conceptual understandings and learning outcomes that were being developed in the task or unit
- consider their strengths and weaknesses in relation to the outcomes and any other aspects they identify - the attributes of the learner profile should be considered when doing this
- set goals for future learning
- make connections or see the transdisciplinary nature of what they are learning

Portfolio reflections for each *Unit of Inquiry* should encourage students to:

- Explain the big understandings they gained from the unit
- Use lines of inquiry as a guide for reflection

Goal Setting

Goal setting is an ongoing feature of the reflection process. In the first month of the year every teacher will teach goal setting strategies and review these each time new goals are set.

Goals should be:

- realistic and manageable
- set for the beginning of each term (Term 1 goals should be set in the first parent meeting.)
- recorded on the appropriate goal setting templates
- reviewed regularly:
- Term 1 goals should be reviewed and modified as part of the Three Way Conferences
- Term 2 goals will be reviewed during the Student Led Conferences and goals for Term 3 will be set

Evaluation tools for recording and analysing assessment data

General Guidelines

The information gathered using the tools below can be used for analysing and evaluating at:

- Student level
- Class level
- School level

At **Student level** teachers monitor individual student learning, strengths and weaknesses, specific knowledge, understandings and skills. They use the information gathered to set goals for student learning, to inform co-teachers, and to report to parents.

At **Class level** teachers and the Principal of Primary monitor class learning. They use the information gathered to plan teaching, group students, review curriculum and identify teacher professional development needs.

At **School level** the Principal of Primary and the Curriculum Coordinator monitor learning across the school. They use the information gathered to develop coherent continua of student outcomes, identify appropriate grade level benchmarks, make decisions about curriculum revision and school professional development needs.

Used systematically at all three levels, a rigorous structured tailored system of internal assessment can be more effective and more efficient than external standardised testing.

Specific Guidelines

As is the case with assessment strategies and tasks, teachers need to also use a variety of tools for recording and analysing the information they have gathered. The main ways of recording and analysing information at ISL include:

Evaluation Tools	Guidelines/Expectations
Anecdotal notes	<ul style="list-style-type: none">● Short descriptions of observations in the classroom● Teachers may develop their own methods and templates for recording observations (see sample recording chart in Assessment Folder)● Records of observations should be kept in the Grade Assessment Folder
Rubrics	<ul style="list-style-type: none">● Recording frameworks that feature short descriptive statements along a continuum of excellence● The use of rubrics is at the teacher's discretion, however, there are guidelines to consider when developing rubrics
Checklists	<ul style="list-style-type: none">● Lists of skills or behaviours to be checked off as they are observed● The use of checklists is at the teacher's discretion

Annotations	<ul style="list-style-type: none"> ● Short judgements recorded on student work ● All work should be dated and initialled and contain annotations as appropriate
Continua	<ul style="list-style-type: none"> ● Measurement scale on which to rate and track achievement ● There should be solid evidence to substantiate judgements ● Whole class progress should be mapped on the class profile sheet contained in the class assessment folder for the appropriate key learning areas and strands
Exemplars	<ul style="list-style-type: none"> ● Sample pieces of work that illustrate the different levels of the continua or rubrics ● Teachers should refer to text type exemplars when evaluating student work
Benchmarks	<ul style="list-style-type: none"> ● Exemplars used to set expectations for a particular grade level or age

Reporting on student progress

Reporting at ISL is an inclusive process involving the students, teachers and parents and takes a variety of forms:

Reporting Format	Guidelines/Expectations	When?
Parent Teacher Interviews and goal setting meetings	<ul style="list-style-type: none"> ● Teachers should be prepared to discuss how students are settling in and highlight any initial achievements or concerns related to personal, social and academic development ● Teachers should refer to records of student achievement such as observation notes and evidence gathered from initial assessments ● In the final 10 minutes students enter the meeting to set goals collaboratively for Term 1. 	October
Three Way Conferences	<ul style="list-style-type: none"> ● Students discuss with parents and teachers their Term 1 goals, providing evidence of achievement and set new goals for Term 2. 	December
Student Led Conferences	<ul style="list-style-type: none"> ● Students guide parents through a range of activities set up in the classroom that showcase their learning. The final activity 	May

	will be goals based, including reflections and discussion for Term 3	
Bi-annual written reports	<ul style="list-style-type: none"> ● Written reports should be submitted as per Report Guideline published each semester ● Reports should be structured to include: ● <i>Attitude</i>: Attitude, effort/motivation/holistic approach to the subject/level of engagement. ● <i>Achievements</i>: Strengths, achievement, personal statements, e.g. I was most impressed with particular work produced or skills developed. Relate statements to expectations. ● <i>Targets</i>: Areas that the student struggled with and which require improvement. Give specific examples. ● Reports should be written with consideration to the stylistic guidelines published each semester in the Report Guidelines 	February and June
Informal discussions	<ul style="list-style-type: none"> ● We value open-communication with the parents of our students ● Teachers and parents are encouraged to arrange appointments to discuss students' progress as deemed necessary 	Ongoing
Hand-over	<ul style="list-style-type: none"> ● Teachers will hand-over information in Grade Assessment Folder at end of academic year with a 'hand-over sheet' 	End of academic year

Ongoing feedback and evaluation and discussion with students about their work should be a pervasive and ongoing feature of assessment, teaching and learning in all classrooms.

Section 4

Assessment policy by phase: Middle (11-16)

This policy describes the application of the assessment framework of the International Baccalaureate Middle Years Programme (MYP) at International School of London (London). The details of the MYP assessment criteria for each subject group can be found in the relevant IB MYP Subject Guides, and in the publication the *MYP: From Principles into Practice* (IBO 2017).

Assessment Strategies

General Guidelines

- Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups, as well as the MYP Projects (e.g. Personal Project) and Interdisciplinary learning, according to the criterion-related approach.
- Objectives and their respective assessment criteria are prescribed by the IBO for application by the subject teacher at the end of Grade 6 (MYP Year 1), Grade 8 (MYP Year 3) and Grade 10 (MYP Year 5). Their use is mandatory at these three points (end of Grade 6, 8 and 10) in the formal school report. In practice, teachers should introduce interim objectives and assessment criteria for application in Grade 7 and 9. This can provide a more continuous progress since students will become familiar with the increasing expectations.
- Judgements of each student's performance against the assessment criteria are recorded. For this, teachers use descriptors to identify students' achievements levels against the established assessment criteria across a variety of assessment tasks (authentic performances of understanding). MYP assessment must include attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods.
- The application of the MYP assessment uses criterion-related" and "best-fit" approaches, neither "norm-referenced", nor "criterion-referenced" (students are not compared to each other, a defined distribution of achievement is not expected, students do not need to master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).
- Subject teachers should assess at least once in each criterion of assessment (A, B, C, and D) within a semester. This should include opportunities to progress towards planned summative assessment task(s) which must be published on ManageBac.
- Students should be informed of the criterion/criteria or rubric used to assess prior to the assessment task, and full criteria descriptors or rubrics should accompany assessment tasks. This should be aligned to the last updated version of the specific MYP Subject Guide published by the IBO.

- It is the responsibility of the IBMYP Coordinator to ensure that all HODs and teachers are kept up-to-date with the MYP guidelines set by the IBO. This includes deadlines established externally by the IBO for external moderation (e.g. Personal Project).
- Each department will have a set of essential agreements relating to assessment in the IBMYP which prescribe the nature and frequency of assessments that take place within the subject, including their relative contributions to the final grade in each criterion of assessment at the end of the semester (if more than once summative task within the semester). These should be reviewed regularly in the department and with the IBMYP Coordinator, but as a minimum should be reviewed in the year prior to first teaching of a new guide.
- The responsible person for maintaining and devising school assessments of students in a particular subject area through the academic year is the relevant subject teacher in liaison with the Head of Department (HOD) and IBMYP Coordinator.
- Students should participate in self- and peer-assessment and the development of assessment rubrics as appropriate.
- Teachers must be involved in internal standardisation work within subject groups in all the MYP years (from 1 to 5). This ensures quality assessment practice since it relies uniquely on internal assessment. This could be regulated by each department in its essential agreements.

Specific Guidelines

Tools for recording and analysing assessment data

- The school issues an interim report card in the middle of Semester 1 (end of October/beginning of November). All grade 6-10 students receive this interim report which is intended to give a clear indication of the student's overall progress to date taking into account a range of factors related to the Approaches to Learning skills.
- Student achievement levels in the four criteria of assessment in each subject group is recorded at the following points every academic year:
 - Semester 1 (before Half Term in February)
 - Semester 2 (end of June, last day of school)

Students with specific learning difficulties

'Reasonable adjustments' or 'modification of the curriculum' may be made to assessment learning objectives and associated assessment criteria in the IB Middle Years Programme where appropriate for students with learning support requirements. Please refer to the two terms defined below (*MYP: From Principles into practice*, p. 85).

- A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student

and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

- Modification of the curriculum happens when a student requires modifications to subject-group objectives/assessment criteria or assessment criteria descriptors due to a more challenging learning support requirement.

Any of these forms (adjustments or modifications) can be temporary and subject to change. This may include both the SEN students and EAL students.

Students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements during internal and external examinations that accommodate their personal needs and enable them to access the learning objectives. The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the *IBO publication Candidates with Inclusive Assessment Arrangements*.

Please note that, if a student participates in a/some MYP subject/s with modifications of the curriculum, a MYP grade (both internally and externally) cannot be awarded. In these cases, the internal school report will not include a grade in the specific criterion/a which are subject to modification, although a teacher's comment will be entered.

Reporting on student progress

Summative feedback on progress

All the assessment data and individual students' targets are shared with students and other stakeholders through

- Published full semester reports.
- Parents conferences each semester.
- Grade and comment in each assessment task completed by the student using ManageBac.

* Further detailed policy on report writing procedures can be found in the school reporting policy.

Section 4

Assessment policy by phase: Diploma (16-18)

This policy describes the application of the assessment framework of the IB Diploma Programme (IBDP) at International School of London (London) IB Diploma College. This corresponds to the non-compulsory post-16 / sixth form phase. Further details of the assessment framework for the IBDP can be found in the relevant IB Subject Guides, and in the publication *IB Diploma Program Assessment Principles and Practice* (IBO 2010).

Rationale

Accurate, intelligent, informed assessment provides valuable data for the teacher in planning learning for students. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both a personalised and whole school basis. It is a continuous process by which teachers find out about their students' capabilities and achievements.

Assessment Strategies

General Guidelines

The responsible persons for maintaining and devising school assessments of students through the two years of the IB Diploma subject are the relevant subject teacher in liaison with the Head of Department (HOD) and IBDP Coordinator.

There are compulsory aspects of assessment which are laid down by the IBO in the relevant Subject Guides. It is the responsibility of the HOD to ensure that these assessments are carried out according to the relevant IB guidance.

It is the responsibility of the IBDP Coordinator to ensure that all HODs and teachers are kept aware of curriculum/syllabus changes and to ensure that externally moderated and externally examined assessments are completed and despatched as and when the IBO requires.

Each department will have a set of essential agreements relating to assessment in the IBDP which prescribe the nature and frequency of assessments that take place within the subject, including their relative contributions to summative assessment grades reported externally. These should be reviewed regularly in the department and with the IBDP Coordinator, but as a minimum should be reviewed in the year prior to first teaching of a new syllabus / guide.

Specific Guidelines

Teacher assessment

During the course the teacher will devise a variety of assessments – the results of which will form the basis of reporting to parents and informing teaching and learning strategies. The assessments will be formulated in the light of the required assessment of the particular syllabus and the criteria for assessment outlined therein. Records will be kept by teachers of the result of each assessment.

Some (presently three) of the assessments will take the form of school examinations each semester which are designed to allow students the experience of examination conditions and to inform students, teachers and parents of the student's ability to achieve in these conditions. The results of the school examinations are reported separately from the other assessments as the Examination Grade.

Other assessment results which may be done in class or at home and under a variety of conditions are summarised as a Semester Grade on the Student Report in each subject. The Semester Grade will be a weighted average of components assessed during the semester, *not including* the examination grade. The relative contribution of different components to the Semester Grade is given in the relevant Departmental Essential Agreement on assessment.

External and Moderated Assessment

Each syllabus/subject guide sets out the assessment requirements for that subject. Rules for assessment governing the award of the Diploma are given in the *IB Diploma General Regulations* (IBO, 2014). Procedures for assurance of authenticity of such assessment can be found in the current version of the *ISL IBDP Policy and Protocol for Academic Honesty*.

Criterion Referenced Assessment

The IB Diploma assessment scheme uses criterion referenced assessments. Teachers should be familiar with the assessment criteria in their subjects and should familiarise the students with the criteria. In 'school assessments' i.e. assessments not submitted for moderation to the IBO, teachers must apply the criteria flexibly according to the expected level of attainment of the student at a particular stage of the course. A student at the end of the first year of the IBD programme may not be expected to achieve the highest criteria and yet may be awarded the highest grade in an assignment which will be taken to mean that this level is the best that could be expected of an IB Diploma student at this stage. Teachers may wish to modify the official criteria in the light of this practice. Thus the award of a 7 at the end of Grade 11 means that the student has done as well as a Grade 11 student could be expected to do but this is not a firm prediction of a grade 7 in the final assessments in Grade 12 except in the weaker sense that the teacher may be signalling that with continued progress at this level then the highest grade may be achievable.

Students with specific learning difficulties: inclusive access arrangements

Assessed learning objectives and associated assessment criteria in the IB Diploma programme may not be modified, however students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements that accommodate their personal needs and enable them to access the externally defined learning objectives. The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the IBO publication *Candidates with Inclusive Assessment Arrangements* (IBO, 2014)

Tools for recording and analysing assessment data

Student achievement is recorded at the following assessment points:

- Grade 11 semester 1 (January DP1)
- Grade 11 semester 2 (June DP1)
- Grade 12 semester 1 (December DP2)
- Grade 12 final examinations (July DP2)

At each assessment point, the following assessment data are recorded on the tracking document:

Assessment point	Datum	Description
11Sem1	Semester Average / SemAv	Average of assessments given during the semester only, in accordance with Departmental Essential Agreements on assessment
	Semester Examination / Exam	Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters.
11Sem2	Semester Average / SemAv	Average of assessments given during the semester only in accordance with Departmental Essential Agreements on assessment
	Semester Examination / Exam	Overall grade achieved in synoptic examination at end of semester

		examination week, examination covering all work in all prior semesters.
	Interim Predicted Grade / IPG	Current provisional prediction of performance in FINAL based on combination of EXAM and SemAv
12Sem1	Semester Average / SemAv	Average of assessments given during the semester only, in accordance with Departmental Essential Agreements on assessment
	Semester Examination / Exam	Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters.
	Interim Predicted Grade / IPG	Current provisional prediction of performance in FINAL based on combination of EXAM and SemAv
12Sem2	Semester Average / SemAv	Average of assessments given during the semester only in accordance with Departmental Essential Agreements on assessment
	Final Predicted Grade / FPG	Final predicted grade made for purposes of IB examination procedures in April of DP2
	Final examination / FINAL	Final grade awarded by IBO from examinations of May DP2.

Measuring progression during the IB Diploma Programme

Individual student progression is measured through the differential of 11sem1 EXAM to current semester EXAM result. This differential is recorded on the tracker.

Final individual student progression is measured through the differential of 11sem1 EXAM to FINAL.

Cohort progression

Cohort progression is measured through

- a regression line from 11sem1 EXAM to 12sem1 EXAM.

- calculation of average points total for the cohort
- calculation of % pass rate for the cohort

These results are compared to a cumulative record 'IBDP Results Analysis'. They are also analysed by subject group for the purposes of departmental evaluation by Heads of Department.

Heads of Department are responsible for the close analysis of student performance in individual subjects within the group. This analysis will include longitudinal comparison with outcomes in previous years, final grade compared to predicted grade, and raw (unmoderated) grades compared to moderated grades. In making such comparisons, heads of department remain mindful of the relatively small sizes of cohorts and so the influence of random statistical fluctuation.

Heads of Department submit this analysis in the form of a departmental annual report in the first term of the academic year following the examination session.

Measuring IBDP performance relative to other schools

Final assessment data from IB-DP examinations (FINAL) is analysed and compared to IB global statistics as follows:

- Cohort comparison of mean grades achieved on a subject-by-subject basis to IB global averages
- Cohort comparison of pass rate (%) to IB global averages
- Cohort comparison of mean total points (DPTOTAV) to IB global averages

These results are published by the IB Diploma Coordinator in the IBDP Results Analysis document each year when IB global session statistics become available.

Measuring progression from MYP to IBDP

Data for students who completed MYP (at the school or elsewhere) and made the transition into IBDP has been gathered since 2010.

Data is gathered in the form of subject by subject levels on the 7-point IB achievement scale.

For the purposes of cohort progression from MYP to DP, and to guide and support admissions advice for the IBDP, the following are calculated:

- MYP Predicted Equivalent Total points (MYPPET) = the total of MYP predicted grades at the time of application for admission in those subjects the student has selected for study at IBDP (from a total of 42 possible points)

- MYP Final Equivalent Total points (MYPFET) = the total of MYP final grades awarded by the school at the end of the MYP, in those subjects the student has selected for study at IBDP (from a total of 42 possible points)

The ISL Diploma College Admissions Policy describes how these values are used to support admissions advice.

The MYPFET values are also used to produce a regression line from DP FINAL results. The dataset allows for a prediction of likely overall outcome in the IB DP with a reasonable level of certainty. The dataset is still too small to meaningfully predict performance on a subject-by-subject basis (since not all students do all subjects).

Other performance measurements used

The Deputy Principal also uses UCAS progression reports to compare ISL students' UK HEI destinations to those of a selected group of International Schools.

Reporting on student progress

Student targets and expected grades

ISL does not use an external normative distribution to establish interim performance targets for individual students; rather, these targets are set on an individual basis, subject by subject, through discussion with form tutors and the IB Diploma Coordinator. These targets may be informed through the calculation using statistical methods of an **expected grade**. The expected grade is based on prior performance of ISL students in the given subject at the given point in the programme and as such is an average.

Summative feedback on progress

All the above data is shared with students and other stakeholders through

- Published full semester reports*
- Semester academic review interview with the Deputy Principal of the IB Diploma College
- Tutor PSHE / Guidance interviews
- Parent-teacher conferences each semester

* Further detailed policy on report writing procedures can be found in the school reporting policy.

Students then set personal targets for achievement for the next semester and these are also recorded on the tracker document.