



Assessment Policy

*At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.
We strive to develop a positive sense of self and engage with our world on a local and global scale.*

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International School Haarlem Assessment Policy

The International School Haarlem strives to create a positive environment in which students are equally supported and challenged to achieve. ISH students work hard to reach their full potential as engaged, critical thinkers and develop as lifelong learners.

At ISH we believe that we can help students along this path by providing them opportunities to reflect on their knowledge and experiences through rich and varied assessment tasks. Assessment is therefore seen positively, as a tool for learning. It forms a crucial part of the student learning experience at ISH.

Teachers recognise that assessment tasks should allow students optimal opportunity to show what *they can do*. Teachers strive to design assessments which are appropriate to the learning and are fair and accessible to the students.

This policy explains:

1. [What are the types of assessment at ISH?](#)
2. [How are students summatively assessed and graded?](#)
3. [What are our agreed ways of working and expectations of each other?](#)
4. [How do we report student progress throughout the year?](#)
5. [How do we determine whether a student is promoted to the next year?](#)

The ISH Assessment Policy is reviewed annually by the MYP Coordinator to ensure compliance with IB requirements. Edits or additions are presented to the staff, students and MR. It is subject to two yearly review by the Senior Management Team and MR.

Comments or questions about the Assessment Policy should be directed to [Kate Lupson](#), MYP Coordinator.

1. What are the types of assessment at ISH?

At ISH we make use of several types of assessment to help guide the learning process:

Pre-assessment: *Before a unit/topic, assessing prior knowledge or student interest*

We recognize that our students come from all over the world and have studied in many different educational environments. Therefore, their knowledge of certain topics may differ widely. Teachers may thus make use of a pre-assessment to decide what level of scaffolding or extension students need on a topic. This allows us to more effectively target our instruction.

Formative assessment: *A supportive process to help students and teachers understand how the student is progressing in their knowledge*

We believe that assessment is an important part of the learning process. Formative assessment can happen informally or formally and range from observations during lessons to formal feedback on pieces of work from both peers and teachers. Formative assessment **informs** students and teachers as to the development of a student's understanding.

Formal moments of formative assessment will be logged in ManageBac in **GREEN**.

Summative assessment: *An opportunity for students to formally showcase their understanding of concepts, knowledge, and skills*

We believe that students benefit from authentic opportunities to develop and display their knowledge. Summative assessment is the **sum** of the student's knowledge. Students receive a grade for a summative assessment.

Summative assessments will be logged in ManageBac in **BLUE**.
Students will have two weeks notice before a summative assessment so they can prepare.
Summative assessments will always be graded using the IB assessment criteria and rubrics.

In addition to more formal assessments, students may also be set homework.

Homework will be logged in ManageBac in **MAROON**.

2. How are students summatively assessed and graded?

At ISH we believe learning occurs best when it is set within a context and there is deep, conceptual understanding, not just mere repetition of facts. We therefore strive to make our assessments relevant and balanced. With that in mind, in every subject, students are assessed in multiple criteria, representing the whole of the various competencies within a subject. They are:

	A	B	C	D
Language and Literature <i>English, Dutch</i>	Analysing	Organising	Producing text	Using language
Language Acquisition <i>English, Dutch, French, Spanish</i>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies <i>Integrated History, Geography, and Economics</i>	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences <i>Integrated Biology, Chemistry, and Physics</i>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts <i>Visual Arts and Performing Arts</i>	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 analysing	Developing ideas	Creating the solution	Evaluating

The four criteria per subject are equally weighted and form the full conception of a student's progress in a subject. Each criterion is assessed against a rubric with a maximum score of 8 for each criterion.

Students will be assessed in each criterion **at least twice** over the course of the year.

Teachers use a "best fit" approach to determine a final mark per criterion that represents the student's best sustained effort on that criterion.

The student will therefore have four final marks for a subject. These four final marks are then added together and mark bands are used to arrive at the final grade for a subject, as shown in the following table:

Grade	Band	Descriptor
1	1-5	<i>Produces work of very limited quality.</i> Conveys many significant misunderstandings or lack of understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	<i>Produces work of limited quality.</i> Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	<i>Produces work of an acceptable quality.</i> Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	<i>Produces good-quality work.</i> Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	<i>Produces generally high-quality work.</i> Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	<i>Produces high-quality, occasionally innovative work.</i> Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	<i>Produces high-quality, frequently innovative work.</i> Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

When a student has not been assessed in all four criteria (due to extenuating circumstances or a late start in the year) the student may receive a final grade of N/A.

If there are no clear extenuating circumstances for missed work the subject teacher or Form tutor will speak with the student and contact the parents to try to find a timely and appropriate solution. If this is unsuccessful, the work will be recorded as INC. It should be clear that ultimately the student is responsible for handing in their work and that they recognise that an INC mark is an automatic fail.

Further discussion of final grades can be found in [section 5](#).

3. What are our agreed ways of working and expectations of each other?

Everyone in the school community has a role to play in ensuring that our students are able to best showcase their abilities and use assessment as a learning tool. The following is a breakdown of how we work and what our roles are:

Ways of Working	Our Expectations of the Teacher	Our Expectations of the Student
Tasks & ManageBac	<ul style="list-style-type: none"> • Every summative task will be posted in ManageBac in BLUE. • Tasks will be posted at least two weeks in advance of the date of the assessment. • The title of the task on ManageBac will state the class name and the assessment criteria. <ul style="list-style-type: none"> ○ Ex: VA Crit D: Bee Yourself • If a task requires <i>no</i> work at home (so no studying or preparation) and will be done <i>entirely</i> in class, this will be indicated in the title of the task. <ul style="list-style-type: none"> ○ Ex: PHE – NO PREP, Crit C: Badminton performance • The body of the task will explicitly state what the student needs to know or do for the task. Teachers will make clear the expectations or word limits of an assignment. • Teachers will provide students with <i>task-specific</i> rubrics • If there is a document the students need to read for the task it will either be a linked Google Doc or a PDF. • Teachers will look at the ManageBac calendar for the year group before setting a task to ensure that the students are not overburdened with assignments. 	<ul style="list-style-type: none"> • Keep track of your ManageBac calendar so you know what assessments are coming up. • Plan ahead so that you are not overwhelmed by what you have to do. You might want to break assessment tasks up into smaller bits for yourself! • Ask the teacher if it is unclear what you will need to do for a task. • Read the rubric on ManageBac so you understand how you will be graded. • If you need to upload your work, you do it by the deadline and upload a PDF of your work.
Missed or Late Work	<ul style="list-style-type: none"> • When a student has missed an assignment or is late with work, the teacher will log this behaviour on ManageBac, which will alert the form tutor. The form tutor monitors for patterns of behaviour. • The teacher reserves the right to ask the student to complete the missing work in class or after school (parents given 48 hours notice). • If the teacher has not been contacted by the student within two days, the 	<ul style="list-style-type: none"> • If you know you are going to be absent for an assessment, you must inform the teacher in advance and make a plan for when you will do the work. • If you are absent the day of an assessment, your parents must send an explanation of your absence. • If you are absent, it is your responsibility to contact the teacher about making up the work. You should contact the teacher within

	<p>teacher will inform the form tutor and parents of the missed/late work.</p>	<p>two days of the assessment. Work should be made up within two weeks, except when there are extenuating circumstances.</p> <ul style="list-style-type: none"> • If your work is late but there is a valid excuse, your parents must explain this. Under these circumstances or in agreement with the teacher, lateness is excused. • Late work must be handed in within 48 hours of the deadline unless you have made another agreement with the teacher. • Missed or late work without valid excuses will result in consequences (see behaviour policy). Late work handed in beyond the 48 hours grace period may result in a 0. Incomplete work at this point will be graded as if it were complete. • All work assigned within a term must be handed in within the term.
<p>Marks & Returned work</p>	<ul style="list-style-type: none"> • Teachers periodically discuss student work in collaborative planning meetings to ensure that we are all marking in the same way. • The teacher will return marked work to the students within a timely manner. The teacher will let the students know when the work will be returned. • Grades are logged on ManageBac. • Feedback will be provided to the students. 	<ul style="list-style-type: none"> • The student will read feedback and look for ways to improve on future assessments. • Students should keep an organized portfolio of their work per subject. Digital work is organized into a portfolio on ManageBac. Students should organize their paper-based assignments as well.

4. How do we report student progress throughout the year?

Marks on assessments are available for students and parents to see in real time via ManageBac. Beyond that, we have identified a number of times throughout the year where we will report on student progress:

Fall Progress Report

This report will be released to families via ManageBac in **November** and provides interim grades out of 7 for each subject. In cases where not every criterion has yet been assessed, the student will receive a grade of NA for the subject.

This report will be accompanied by a comment from the form tutor about the student's general progress.

Parent-Teacher Meetings

Families can meet with teachers in **January** to discuss their child's progress in various subjects. Students are invited to attend with their families.

Mid-Year Progress Report

This report will be released to families via ManageBac in **February** and provides interim grades out of 7 for each subject. In cases where not every criterion has yet been assessed, the student will receive a grade of NA for the subject.

This report will be accompanied by a reflection by the student about their progress and goals for the remainder of the year.

Parent-Teacher Meetings

Families can meet with teachers in **June** to discuss their child's progress in various subjects. Students are invited to attend with their families.

Final Report

This report will be released to families via ManageBac in **July** and provides final grades out of 7 for each subject.

In addition to these reporting moments, ISH holds various workshops throughout the year to help families understand the Middle Years Programme and how assessment works at ISH.

5. How do we determine whether a student is promoted to the next year?

For a discussion of how grading works at ISH, please see [section 2](#).

It is our goal that each student is placed in the appropriate year level where they can flourish. For this reason, we have developed promotion criteria. In order to be promoted to the next year at ISH, students must:

- have all final grades above 2 *and*
- have no more than two final grades below 4 *and*
- have completed the school's requirements for Service as Action (see SA policy)

Students who have not met the minimum requirements for promotion but who have learning support or languages issues will be considered for promotion if they have shown sufficient progress and it is determined by the senior leadership team and learning support team that promotion to the next year is in the best interest of the student.

Students who have not met the minimum requirements for promotion will be asked to repeat a year when the student may benefit from developing their learning with a repetition of the year. Students who have not met the promotion criteria are reviewed as part of a whole staff/ department evaluation. Parents are invited to explore the evidence regarding promotion with the senior leadership team, which reviews all promotion decisions.

A student may only repeat a year once. It is not possible to repeat two consecutive years.

We encourage families to stay up-to-date on their child's progress through the use of ManageBac and reach out to the Form Tutor if there are concerns. If a student is at risk of not being promoted, parents will be informed after the second progress report. Guidance or supportive steps will also be discussed at this point in order to increase the student's promotion success.

Questions about the promotion policy should be directed to [Mrs Hannah Mansbridge](#), Head of School.