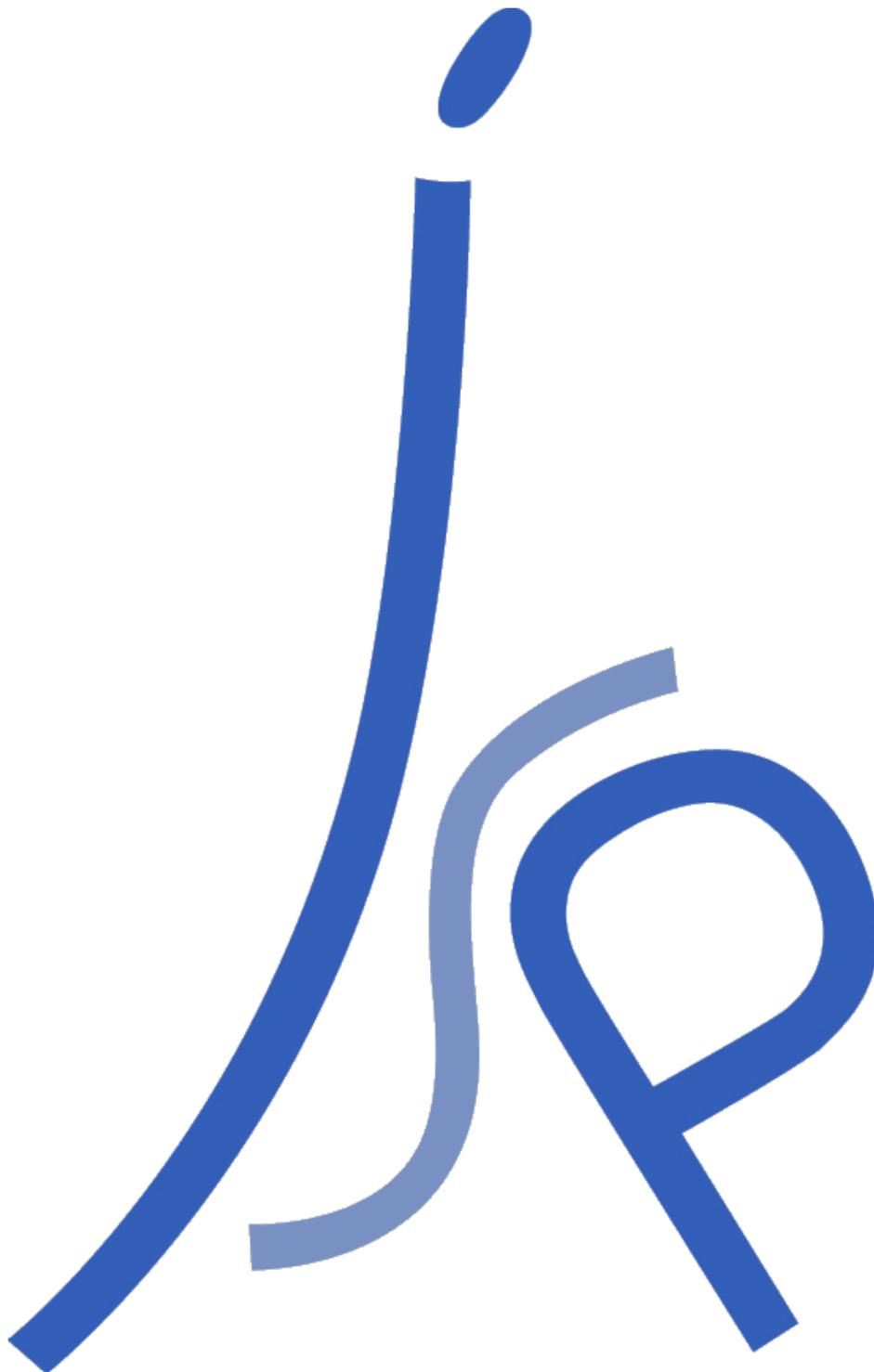


International School of Paris Secondary School Assessment Policy



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Assessment: Principles and Practice

The International School of Paris recognizes that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

ISP believes that assessment

- Monitors the progress of student learning and achievement;
- Produces coherent feedback for students, parents and external institutions; and
- Informs curriculum and assessment review.

ISP recognizes that students

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process assessment should

- Account for a variety of learning styles;
- Be differentiated to account for **the diverse backgrounds of learners**;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized both at departmental and grade level, and between the Secondary and Primary School, to ensure consistency;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Guidelines for Assessment Practice

1. All assessment at ISP is criterion-related; however, the MYP and DP use distinct schemes and subject specific criteria. The final report card / transcript levels of both the MYP and DP are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP and the DP. Grade boundaries are applied to determine the final level out of 7; for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Language B phase in order to receive a grade of 7.
2. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at ISP.
3. All internal assessment should be designed to be formativeⁱ in nature for the student and summativeⁱⁱ where appropriate.
4. Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
5. IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.



6. For the MYP, students and parents must be provided with their own copy of MYP criteria for each subject. Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications. A well-constructed rubric should:
 - Support learning by providing clear guidance;
 - Provide transparency to the process for students, their families and teachers;
 - Provide clear, measurable evidence of learning;
 - Link generic descriptors and their command terms to task-specific clarifications.
7. For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
8. Feedback to students should be prompt (within 10 working days of work being submitted) and supportive.
9. Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.
10. Within the Secondary School, grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
11. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.
12. If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a MYP student may have breached the school's standards of academic honesty, he or she will inform the relevant IB Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the Principal will decide the outcome of the case.

Facilitating Assessment

IB MYP teachers should refer to the "Assessment" section in *IB MYP from Principles to Practice*.

When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. However, it may be necessary to make a change to ensure that this is in line with the schools internal grading policy. Teachers will consult subject guides, mark schemes and Examiners Reports on the OCC for current grade boundaries and criteria.

Supporting Assessment: ISP's expectations of the student

The teacher can expect the student to

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.

Supporting Assessment: ISP's expectations of the teacher

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time. For more detailed work, especially at IB Diploma level or in the completion of MYP projects, teachers may take more than one week to return work.

Supporting Assessment: ISP's expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student have access to a computer;
- A student have Internet access and/or access to books/a library.*

*Internet and library access is available on campus, both during and immediately after school hours.

Internal and External Assessment

Internal and external assessment is a feature of both the IB Diploma Program and the IB MYP. Internal assessment is undertaken by all Secondary School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment.

The MYP relies uniquely on internal assessment. However, as a part of the MYP Next Chapter ISP will participate in e-assessments for students in Grade 10.

Awarding Semester Grades

In each subject, the award of a summative semester grade requires the translation of a variety of criteria-referenced grades awarded through each semester into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Each Head of Department must have these criteria clearly identified in their curriculum documentation.

Awarding Grades for the IB Diploma Programme

Grades awarded for criteria-referenced tasks are translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

Awarding Grades for the IB Middle Years Programme

The translation of MYP criteria-referenced numeric grades into final 7 (high)-1 (low) semester grades should be achieved by a) determining the most consistent level of achievement for each criterion achieved by the student during the course of each semester; and b) measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

Awarding a "0" Level of Achievement

An MYP candidate should only receive a level 0 if work is not described by the band descriptor for levels 1 and 2.

An IB DP candidate should only receive a level 0 if the work has *either* not been handed in, *or* the material is entirely irrelevant/incorrect.

Awarding Semester Grades Lower than "4"

A grade of 4 is a satisfactory achievement against MYP subject objectives, demonstrating a "good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations [and]...occasional evidence of the skills of analysis, synthesis and evaluation." A 4 in the DP program is commonly seen as the minimum requirement to secure passing grade in external examinations. The parents of students who may be at risk of scoring less than 4 at the end of a semester should be engaged in a dialogue with the teacher and/or program coordinator aimed at implementing measures to improve learning. Parents should have been forewarned of the possibility of their child receiving a grade lower than a 4, with sufficient time subsequently available to give the student the opportunity to change his/her approach to their learning and improve his/her performance. If the student has a learning issue, the school may develop an individualized learning plan to modify course objectives. Students on an ILP will also receive a modified MYP report.

Prior to release of semester grades the relevant IB program coordinator must be informed of any grade of 1 or 2 across the semester. The teacher awarding grades of a 1 or 2 should also supply the coordinator with the relevant correspondence with the student and parents, and all information about measures taken to address the student's difficulties. This should be copied to the relevant Head of Department, Head of Grade and homeroom teacher.

Submission of Student Work

All summative assessment must be notified as a 'task' on the ManageBac calendar. Students should be informed by email. ManageBac notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.;
- The criteria to be assessed, with generic descriptors and task-specific clarifications;
- Task's due date.

Ideally, at the beginning of each teaching unit the final summative assessment should be posted as a "task" on the ManageBac calendar. At a minimum, the summative task should be on the ManageBac calendar at least 14 days before the submission date.

Formative assessment, or non-summative assessment tasks to check for student understanding, may be notified as an event on ManageBac, but are more usually expected to be notified via written task-sheets and/or via electronic forums (such as Google Apps, ISP wikispaces). Notification of all formative tasks should include information about the teacher's expectations (a-d above) and students should record due dates in their HW diary.

Time, Procedure, Penalties

All work is expected to be submitted on the due date at the time specified either on the notification assessment sheet or on the ManageBac calendar.

Work must be handed to the relevant teacher or submitted on line when requested.

It is the responsibility of the student to ensure that work has been received by their teacher.

There will consequences for late submission of work. This be determined by the professional judgment* of classroom teachers and may take into consideration the following factors:

- The age of the student;
- Previous occurrences;
- The student's academic history (e.g. whether the student has specific learning needs);
- Other personal circumstances.

Teachers are encouraged to liaise with Heads of Department and/or the MYP Coordinator if they have concerns over late/non-submission of student work.



Parents will be notified in writing when assessment is not submitted on the due date.

In serious instances/re-occurrences, the MYP Coordinator and Head of Grade will meet with students and parents.

Work not submitted on time (without adequate explanation or being unreasonably late**) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements

Incomplete work should be submitted on time despite not being finished.

The following consequences for the late submission of tasks (without an acceptable excuse*) apply to Grades 6-10.

Days late	Consequence
1-3 or first occurrence in a school year	Responsibility reminder issued and parents contacted by classroom teacher. Parents will be informed of the expectation that the work is still to be submitted by the new deadline. If the task is submitted by the new date students will receive feedback and grades will count towards their final MYP subject grade. This task will also be recorded as a late submission and will impact Approaches to Learning judgment on MYP reports.
4-9 or second occurrence in a school year	Parents are to be informed of this consequence by the MYP Coordinator. In the case of persistent lateness (i.e. more than one occasion) parents may be requested to come to school for a meeting with the MYP Coordinator and the subject teacher(s) involved.
10+	A non-submission will also be recorded for this task after 10 days; a zero will be recorded as the student has not shown evidence of reaching a level 1-2. Students may be placed on an individualized plan or contract to prevent future occurrences. Student transcripts will also reflect the non-submission of work.

If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.

In-class task

If a student is absent from school on the day an assessment task is to be completed in, he/she must see their teacher on their first day back, before attending any classes, to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

Scheduling for missed assessment tasks

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.

Extensions

A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

** The MYP philosophy is that teachers are best placed to assess the work of their MYP students, as well as the contexts for the submission of work. Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits.*

*** Work submitted 'unreasonably late' is deemed to have been submitted more than 10 working days after deadline.*

ISP School Examinations

At certain times of the school year, students in Grades 10-12 will sit for formal written examinations. The results of these examinations should be recorded as follows:

Grade 12 IB DP mock (trial) examinations occur in December, and these will include questions on material completed over the entire course of study. Individual results are NOT recorded as a part of a student's semester grade. Instead, examination results, recorded on the 7 (high)-1 (low) scale, are reported separately.

Grade 11 IB DP end-of-year examinations will include questions on material completed over the entire course of study. When material is drawn from work undertaken during the second semester, these scores can be a component of a student's semester grade. Grade 11 end-of-year examinations will be reported separately.

Grade 10 IB MYP students have end-of-year formal examinations for some subjects. When material is drawn from work undertaken during the second semester, these scores can be a component of a student's semester grade. Results of Grade 10 end-of-year examinations may also be recorded within the body of the second semester report.

Please note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the semester grade.

Guidelines for G10 MYP Examinations

In recognition of the need to prepare for examinations in IB Diploma, students in the Middle Years Programme need to be exposed to examination assessment. As a mode of assessment, a formal examination provides useful information for teachers to help inform their professional judgment on student achievement against published objectives. The school believes, however, that summative student achievement levels should be based on a range of balanced strategies and not solely on examination performance.

MYP examinations at ISP will be assessed against MYP subject criteria, bearing in mind that some MYP subject objectives are not appropriately assessed through a formal examination. The following table summarizes how examinations will be incorporated into the curriculum programs at ISP.

Reporting Assessment

Full, written academic reports are issued for all students at the end of each semester. However, students in Grade 12 who have external examinations in May and, consequently, complete their studies early, will receive their second semester report prior to graduation.

Additionally, all students receive interim/semester reports (AtL only for IB MYP; grade only for IB DP) in all subjects except ToK and excluding homeroom reports.

ISP School Examinations: Specific Guidelines

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent);
 - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.



Late arrival

7. No additional time will be allowed for students arriving late for the examination.

Temporary absence

8. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

9. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
10. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

Early departures

11. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.
12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

13. No examination materials—examination papers, answer papers, rough working—may be taken out of the examination hall.
14. Students must leave the examination room in a quiet and orderly manner.

Academic Honesty

If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance. Submission of student work via ManageBac allows staff to pass all students' assignments through "Turnitin.com", to check for plagiarism.

Homework Policy (from the Secondary Handbook)

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Homework assignments in Grades 6 -10 should be recorded in the Student Agenda, and homeroom teachers will check the students' agendas each week. The amount of homework given will vary across the school; as a general rule, Grade 6 students can expect approximately 5-7 hours of homework each week, Grade 7 students 6-8 hours and Grade 8 students 8-10 hours; Grades 9 and 10 can expect up to 15 hours; and Grades 11 and 12 can expect approximately 20 hours of additional home research and study per week.

The school does not operate a homework timetable for students, although deadlines for Grade 6 and 7 tasks that require considerable homework time are shown on the ISP assessment calendar at www.isparis.edu/planmyp. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher and the relevant Head of Grade, who may require the student to forfeit his/her recess to complete the outstanding work, or be asked to attend homework club. Parents will be notified should a student repeatedly fail to submit school work.

For more details on the submission of MYP student work, please refer to the section, *Submission of Student Work*.

Internal Standardization ¹

Internal standardization

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Prevents 'assessment creep', whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

Internal standardization improves assessment because

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information.

Internal standardization engages us in:

- a) Learning conversations;
 - Teachers and students discuss their interpretations of achievement criteria using evidence.
 - Teachers and students compare samples of work with exemplars.
 - Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
 - Students receive dependable achievement information to act on.
- b) Teaching conversations;
 - Teachers learn from each other so curriculum and pedagogical content knowledge improves.
 - Professional learning needs can be identified when analyzing the achievement data or through the moderation.
 - Classroom teaching and learning programmes can be adjusted to meet student learning needs.
 - Individual and collective student achievement trends become clearer.
- c) Community conversations.
 - Evidence of learning can be confidently shared.
 - Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
 - Dependable information can be discussed with students and parents
 - Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

Before the Standardization Process, teams will consider the following:

- The role of a leader to oversee the standardization process. This person could also be responsible for gathering samples of student work and guiding the group through discussions;
- Begin the standardization process at the planning stage of the teaching unit, with all teachers involved;
- Before teaching and learning, provide opportunity for all teachers to share their understandings, expectations and interpretations of criteria and how the criteria have been clarified for the task. Teachers should also reflect on the quality of the task and whether students were able to access all

¹ 'Internal Standardization' has been adapted from the New Zealand Government publication 'Why Moderate?'

criteria level descriptors. These discussions provide opportunities for biases and prejudices to be aired and discussed, and shared expectations to be developed about how to arrive at final grades;

- Teachers could gather several sets of evidence on which to base final criteria levels, focusing on difficult sets such as those they consider near the border between judgments, or with a high level of inconsistency between different sources of evidence;
- It is a good idea for teachers to make judgments collaboratively about a sample of student work before assessing their own class's work;
- Moderators will change over time but the same criteria and associated references will remain and continue to guide decisions.

After the teaching and learning process, teachers

- Make final judgments of criteria levels of their own students' achievement;
- Collate samples for the standardization process and provide copies to other teachers;
- Meet to discuss their judgments of a sampling of students' achievement based on the evidence they have;
- Have, through discussion and clarification, come to an 'agreed' judgment of each student's achievement in relation to criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time.

It is pertinent to ask...

- How high was the level of comparability across teachers?
- Was the overall teacher judgment of the first, fifth, middle and last student sample (for example) consistent and fair?

The standardization leader's role:

- Plan the standardization session to ensure that there is time for discussion in small groups as well as across groups.
- Determine how the samples of learning will be gathered and how many. This can be achieved in a number of ways: e.g. every fifth or seventh piece, or samples teachers consider represent the top, middle and bottom of their class.
- Establish what annotation is expected (e.g. learning intention, details of the task, support given) and make clear how/when/where the samples are to be collected prior to conducting the session.
- Keep a record of the process and retain annotated samples with the judgment reached. These should be kept on file for future reference.

Student role:

- Participating in the standardization process benefits students by supporting teaching and learning goals.
- Students can actively participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes. The process develops students' understanding of the desired outcomes and success criteria, and is closely linked to developing and using the skills of self and peer-assessment.

Teacher role:

- Within the classroom setting, teachers should provide opportunities for students to participate in the standardization process.
- All teachers participate in the standardization process.
- A standardization leader should be identified as this is a crucial role requiring particular skills, knowledge and recognition.
- Willingness to engage in critical debate and the ability to use evidence to challenge viewpoints should be encouraged and valued.
- The process of standardization can build teachers' content knowledge through these professional exchanges.
- Teachers share their expectations and interpretations in order to clarify their understandings about what students have achieved and where their next learning steps are situated.

School role:

- The school's assessment cycles should incorporate regular standardization.
- The school should provide regular opportunities for teachers to share their interpretations and understandings of criteria.



- School leaders should to actively support the standardization process.
- The school should ensure their assessment practices and standardization processes are recorded in sufficient detail.
- The school should develop consistent and cohesive policies and procedures for standardization, and ensure sustainability of practice.

ⁱ Ongoing assessment aimed at providing information to guide teaching and improve student performance.

ⁱⁱ The culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives.