



AHSS IB DP ASSESSMENT POLICY

Philosophy

The primary aim of assessment at American High School Skopje is to support and advance student learning. Constructive and encouraging evaluation is essential for providing students with ongoing assessment and feedback on their academic achievements within the subject areas to observe and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Assessment's focal point are cornered as the essential elements of learning: the comprehension of concepts, the accession of knowledge, the progress of skills, the maturing of attitudes and the decision to take responsible action. Through acquiring feedback in relation to set the basis or expectations, students of all abilities learn strategies for further refinement and thrive for intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

Purpose

The purpose of this policy is to provide clear expectations for teachers, parents and students regarding assessment practices at American High School Skopje

Definitions

Formative Assessment: Evaluation aimed at identifying the learning needs of students and helping to form the instruction itself. Formative assessments take place throughout a unit of study

Summative Assessment: Evaluation of student achievement through a culminating activity generally at the end of a unit or course of study.

Internal Assessment: Evaluation of student achievement using IB rubrics and assessed by the teacher.

External Assessment: Evaluation of student using IB exams

Monitoring and Moderation: Samples of student assessments are sent to IB for feedback to ensure the rubrics are being properly applied to student work and that the DP unit plans reflect the IB philosophy.

Principles of Assessment

Assessments are varied in type and purpose.

Students should be allowed multiple opportunities to demonstrate understanding.

Assessment is a continuous part of the learning process.

Assessments should align with course learning outcomes, state standards and MYP objectives.

Clear criteria should be given to students prior to an assessment.

Assessment feedback should be timely.

Opportunities for reflection should be provided.

Assessments are differentiated and modifications are made when necessary to meet the needs of all students.

Curriculum and assessment should reflect the intercultural aspects of MYP.

Teachers of the same course should use common assessments.

Assessment Practices and Methods

Assessment and evaluation methods and expectations are discussed with students, including the distribution of rubrics-which are clarified in student-friendly language.

Teachers participate collaboratively in the planning, development and standardization of assessments.

Teachers design authentic assessments that allow students to apply knowledge and skills to real-life situations.

Whenever possible, assessments should allow for choice and differentiation.

Assessment and Academic Integrity

At AHSS, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

Assessment Rights and Responsibilities

AHSS has a responsibility to:

Understand that assessment is central to the IB Programmes' goal of completely and successfully supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

Understand that the development of knowledge, conceptual understanding and skills requires that both teachers and students demonstrate assessment capability by having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

| RIGHTS | RESPONSIBILITIES |
|---|--|
| <p>Students: Understand each assessment's success criteria</p> | <p>Teachers: Plan success criteria with the students Students: Partner with teachers to design their learning objectives and success standards</p> |
| <p>Students Acquire meaningful feedback to accomplish and reach higher levels of achievement</p> | <p>Teachers Give encouraging and effective feedback (including strategies to upgrade) and communicate learning progress Students Provide feedback and multiple strategies to adjust their learning and</p> |

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| | identify where and when to make improvements |
| Students Are evaluated in the adequate environment | Teachers Assess the effectiveness of the learning environment on the student's learning Evaluate students' needs prior to the assessment Guide students on appropriate assessment practices and behaviours Students Prepare and behave appropriately in assessment situations Demonstrate academic integrity Contribute to an appropriate assessment environment Students Are assessed with a consideration to their individual learning profile, cultural and linguistic background |
| Families Are informed about the nature of assessment Know the method of effective feedback Know when and how students are to expect the assessment | Teachers Communicate assessment inclusive access arrangements early, thoroughly and clearly Communicate about whether the feedback is formal or informal Communicate learning progress Standardize grade level communication on assessments |

As part of the IB Diploma, students participate in six subjects of study, as well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). These core elements are essential parts of the assessment. The teachers plan and program the assessments throughout the year on one unified calendar, so that subjects are aware of, and respectful of, assessments in the Programme as a whole. This calendar is maintained regularly by the IB Coordinator, and accessible for students, families and teachers. Limits are placed on the size and number of assessments assigned to students in any given week. The students' understanding is assessed at the end of the course and assessments are based on the whole course, not just aspects of it. Students are expected to be able to recollect, modify and apply knowledge learned throughout the two years of the programme to new questions and contexts.

In agreement with the principles of IB, assessment in subjects is implemented in a variety of forms:

Formative assessment is used by teachers to identify those areas that are in need of additional focus. Additionally, its results are essential for informing students on their academic progress. They often take a form of quizzes, tests, essays, written tasks,

presentations, etc. Frequency of formative assessment varies depending on the unit and subject.

Internal assessment (IA) is the DP-specific form of the formative assessment. Its nature varies from subject to subject. For instance, in experimental sciences it is implemented as a practical investigation carried out by a student. In Mathematics, it is an independent research resulting in a piece of academic mathematical writing. DP Internal Assessment tasks are assessed by the teacher and moderated externally. Teachers share the criteria with their students early in the course, when introducing the IA. The students should use the criteria regularly while working on their assignments. After a given task is assessed, a teacher should support the students by explaining where and why they failed to achieve the highest level for each criterion. Teachers are allowed to comment on one draft of student work.

Summative assessment takes place at the end of each semester both in year 1 and year 2 of the programme. The exam questions encompass most of the topics covered by that time. Mock exams are held at the end of the third semester of the programme, while the final DP Examinations are held in spring of the fourth semester of the programme. Examination conditions are explained to students before the examination period, and all IB guidelines for administering these examinations are strictly followed. DP final exams are administered following mandated IB DP procedures and are held in May. For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

After the results of the finals are issued, the coordinator arranges their analysis which is used as feedback to improve the teaching-learning process in the DP. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for all assessments in one or more subjects throughout the year.

The Diploma Programme differs from the other IB Programmes as the majority of formal, summative tasks are assessed by outside examiners. Students at DP undertake formal assessments coordinated by external bodies.

Recording and Reporting Student Assessment

Students and teachers make agreements on keeping record of assessments to document student academic performance, learning goals, questions reflection and evidence of learning using various formats, such as:

Digital Portfolio - The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach. Learning Journals and Logs - The purpose of learning journals is to record reflections and feedback of student learning

Written Report Card - AHSS Mid-Year and End of Year Reports - Written in January and June, they represent a summary of the student's progress through the year. They are not an average of student learning throughout the year. For example, if a student wasn't able to use

write well-structured essays at the beginning of the year and is able to write them consistently in May or early June, the report would indicate this progress and that the student is now secure.

Conferences - Students' learning goals are presented during the parent-teacher conferences in October, January, and May. Student-led conferences take place in spring. Students celebrate their learning growth through performance and goals. Students share with their parents what they have done within the transdisciplinary themes across subject areas.

Assessment Tools

A number of assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria. Assessment strategies help us answer the question, "How will we know what we have learned?" The range of approaches selected provides a balanced view of the student.

Rubrics: Established sets of criteria used for grading student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Test/exam results: Scores that provide data to allow teachers to identify students' specific knowledge and understanding; track student progress and achievement; better support students' further learning; and evaluate, plan and develop the curriculum. These tools provide an overview of knowledge gained over a set period of time. Both internal and external tests are used.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection

Assessment Methods

All assessment and the recording of assessments is based upon the IB philosophy on assessment.

The school uses both external and internal types of assessment to support students' learning process in the DP:

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions

- case-study questions
- Multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- Artistic performances.

Assessment Grades

The different divisions of school use specific grading procedures in order to best reflect the level of the student’s academic ability. The 1-7 grading system recommended by the Assessment Policy of the IBO is to be implemented at AHSS. IB exams are graded on a 1 (minimum) to 7 (maximum). Student must receive a grade of 3 or higher on two exams to receive certificate. A student’s final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The final grade descriptors set out by the IB are described below.

| Grade | Description |
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| 7. | Produces high-quality, frequently innovative work. 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. |
| 6. | Produces high-quality, occasionally innovative work. 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. |
| 5. | Produces generally high-quality work. 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. |
| 4. | Produces good-quality work. 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 |
| 3. | Produces work of an acceptable quality. 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. |
| 2. | Produces work of limited quality. 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. |
| 1. | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very |

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| | rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
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The school should assess all projects. A sample will then be selected by the IB and sent to an external moderator for confirmation of the school's marks. The maximum score for the project is 30.

The IB AHSS DP will award a grade based on the mark.

26–30 A

21–25 B

16–20 C

10–15 D

0–9 E

Examiners will not read beyond the appropriate word limit when assessing the reflective project.

Any student awarded a grade of E for the reflective project will not be awarded the IB Students and parents can view their assessment profile through individual password-protected online accounts on the Moodle platform. This allows them to have constant access to any feedback students receive. Teachers expect students and parents to check their grades and feedback regularly.

Assessing Effort

This is the rubric used to assess DP students' effort at AHSS

| Level | Description |
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| Excellent | The Student: * Persistently learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. * Persistently expresses own thoughts confidently, creatively and in a positive manner; collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. * Persistently takes responsibility for his/her actions and their consequences. * Persistently works to understand own strengths and weaknesses in order to support own learning and personal development |
| Good | The Student: *Consistently learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. *Consistently expresses own thoughts confidently, creatively and in a positive manner; collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Consistently takes responsibility for his/her actions and their consequences. *Consistently works to understand own strengths and weaknesses in order to support own learning and personal development |
| Satisfactory | The Student: *Mostly learns independently and takes initiative, shows Assessment Policy at ISH Theory of Knowledge (TOK) Criteria for Essay Criteria for the Core can be found in the Appendices. Creativity, Activity, Service (CAS) Progress This is used to report the progress of the students in CAS for each semester of the program. Back to Contents 25 enthusiasm and love of learning at the DP depth of knowledge required. *Mostly expresses own thoughts confidently, creatively and in a positive manner; Satisfactory Good collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Mostly |

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| | takes responsibility for his/her actions and their consequences. *Mostly works to understand own strengths and weaknesses in order to support own learning and personal development. |
| Underperforming | The Student: *Occasionally learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. *Occasionally expresses own thoughts confidently, creatively and in a Underperforming positive manner; collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Occasionally takes responsibility for his/her actions and their consequences. *Occasionally works to understand own strengths and weaknesses in order to support own learning and personal development. |
| Insufficient | The Student: *Rarely learns independently and takes initiative, shows enthusiasm and love of learning at the DP depth of knowledge required. *Rarely expresses own thoughts confidently, creatively and in a positive manner; Insufficient collaborates effectively, listens to other individuals and groups; actively ensures discussion regarding missed class work. *Rarely takes responsibility for his/her actions and their consequences. *Rarely works to understand own strengths and weaknesses in order to support own learning and personal development. |

Homework Policy

Homework is assigned to students in order to solidify learning that occurred in the class. It is based on students' developmental levels. Homework expectations increase in time allocation and complexity according to grade level. Teachers should aim to set tasks that are accessible for their students and that will assist learning retention and allow students to demonstrate thinking and understanding. Students are responsible for ensuring that homework is completed and submitted in a timely manner. Teachers should collaborate within grade levels to ensure a balance in the homework expectations.

Homework is an integral aspect of the programme and supports learning in the classroom. Students are expected to complete approximately 2 to 3 hours of homework per evening. A weekly workload amounts to 12-15 hours per week. Moodle is used as a general communication, assessment and reporting platform. All homework is assigned and submitted onto Moodle. Homework which is not submitted by the deadline is assessed and feedback is given to the student, but in Moodle a 0 is awarded. Parents will be contacted if homework submission becomes an issue.

How students demonstrate learning at AHSS

Assessment strategies form the basis of a comprehensive approach and include a broad range of approaches to provide a balanced view of the student's performance.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class

Performance Assessments: Students are presented with a task that is subject-specific. It requires using knowledge and skills learned to solve open-ended questions. It utilizes thoughtful application of knowledge rather than recalling facts

Tests/Quizzes: These single-occasion assessments provide insight into students' specific knowledge

Projects: An ongoing, purposeful assessment of a student's work with different components contributing to an overall grade

Portfolios: A collection of a student's work designed to demonstrate growth and reflection.

References

MYP Principles and Practice (occ.ibo.org)

Guidelines for Developing an Assessment Policy in the Diploma Program (occ.ibo.org)