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International School of Malmö



MYP Assessment Policy and Procedures

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Assessment at Bladins International School of Malmö

The primary aim of assessment at Bladins International School of Malmö is to support and promote students learning. Rigorous assessment is essential in providing students with ongoing evaluations and feedback on their academic achievements within the subject areas to monitor and measure student progress. Prearranged, clear criteria are provided to students so that they know what expectations are placed upon them, thus motivating students in their learning in order to meet subject objectives. These tools also allow teachers to tailor their approaches to teaching to meet the needs of individual students. Assessment tools are in place so that students make the transition between the Primary Years Programme to the Middle Years Programme and to build upon their knowledge and understanding.

Assessment is used as both a learning experience for the students as well as to gauge an understanding of their level of competence in their skills associated with learning, and their understanding of significant concepts. Threw challenging and open ended assessments tasks we aspire to create an environment that values self inquiry and individual motivation to learn.

Purpose of assessment

Assessment within the Middle Years Programme at Bladins International School of Malmö (BISM) is a tool for teachers to establish a picture of students' understanding and monitor effectiveness of programme taught. Additionally, it enables teachers to analyze and address areas of concern, areas for student development and implement strategies which address highlighted individual student learning needs. Assessment also supports student learning through receiving feedback in relation to set criteria or expectations. With this feedback students can build strategies for further improvement and instill a sense of motivation. Finally, assessment enables parents and support professionals to gain insight into student progress and give necessary feedback.

Assessment includes a number of internal assessment tools to constantly monitor the individual student's academic achievement. Teachers use a variety of methods and tools to ensure that assessment is meaningful, purposeful, ongoing and age-appropriate for all individual students at BISM. Assessment at BISM is a learning tool for the student. Students are informed of their individual achievement and can measure this against predetermined criteria. A strong belief that we have at BISM is that assessment should assist students in identifying areas of strength and areas in need of further development. Student results are compared to set criteria and not against other individual students.

BISM has developed a systematic approach to assessment where student's records of achievement are constantly up-dated using both formative and summative assessment data, which is reported regularly to families.



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Types of assessment

Formative Assessment

Formative assessment is 'assessment for learning', and is a vital learning experience for the students to develop the skills and knowledge needed in a subject. Formative assessment gives the teachers a chance to provide constructive feedback for the students. As it is assessment for learning it does not directly relate to the student's grades, but is used to make final judgements of student capabilities if any uncertainty occurs in summative assessment.

Summative Assessment

Summative assessment is described as 'assessment of learning'. It is used to measure a student's understanding or capability as a learner after the relevant skills or content has been covered. Within the assessment in the Middle Years Program, this means that summative assessment should measure the student's ability to inquire, communicate, reflect, and investigate.

Examples of these can include (but are not limited to):

- Tests/exams
- Essays
- Laboratory plans and investigation/research
- Data analysis tasks
- Oral, written and visual presentations/tasks
- Individual and group projects
- Performances of understanding



Assessment criteria and determining achievement levels

In the MYP, achievement levels are determined by relating students' work in summative tasks to the use of internationally benchmarked IB objectives, following a best-fit model in which teachers work together to establish common standards and guided by teachers professional judgement.

The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking Creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing Ideas	Creating the solution	Evaluating
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting



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Individual criteria are divided into various achievement levels that appear in bands (1-2, 3-4, 5-6 and 7-8). Each specific band for a given criterion contains a level descriptor, which uses a series of qualitative value statements to describe work within that level. Level descriptors for each one of the bands describe a range of student performance in regards to the strands of each objective; a level of 0 is available for work that is not sufficiently described by the 1-2 band descriptor. Subject specific criteria, along with their specific band descriptors, are shared with students and can always be accessed via Managebac.

At the end of each term, teachers make judgments on their students' achievement levels for each subject-group criterion, based on achievement evidence from the range of summative tasks and learning experiences that have taken place.

Final levels for each subject are determined by the MYP 1-7 scale which provides general descriptors that represent a student's' achievement level. To arrive at this final level, teachers add together the student's final achievement levels in all criteria for a specific subject and use the grade boundary table that follows to determine a final grade:



Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	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.
6	24-27	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.
7	28-32	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.



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Note: students need to have been assessed at least twice in every criterion in order to determine final levels. Special considerations for students who do not meet this minimum of having been assessed at least twice for any criterion will be made in an individual basis by the MYP Coordinator.



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Communicating assessment information

Communicating assessment information is essential for students, parents and teachers alike. In MYP teachers follow the following set of procedures to ensure students and parents have access to all necessary assessment information:

- Essential information on specific summative tasks, task cover sheets and task descriptions will be uploaded (or linked to) on Managebac. This information should be posted with a two weeks notice of the given task's submission date as a minimum.
- Within two academic weeks of an assessment, the gradebook on Managebac should be updated to include either written feedback regarding the student's performance or a comment specifying how the feedback was (will be) provided to the student.
- Assessment data and assessment results will be updated on Managebac at least once by each half term for students and parents to view.
- Task Specific Clarifications (according to IB formats) should be provided when a task is issued to students (this can be done verbally or in written form).

Reporting achievement levels

The academic year in MYP is divided into two terms; term reports are generated in January and June.

Students receive one judgement for each criterion in each subject at the time of reporting in January and two judgements for each criterion at the time of reporting in June. If a student arrives late in the year, individual considerations will determine the feasibility of determining final grades for each subject group.

In addition to the end of term reports, students also receive a midterm report during both the first and second term of school. These reports include updated information on each student's performance against the subject criteria.



Procedures for different situations

Absences

If student is not present for an exam, oral presentation or any other structured summative assessment taking place on a specific day/time, and no explanation is provided:

- The student must make contact with the subject teacher on his/her first day back at school (either personally or via email) to arrange submitting the task on the next Tuesday/Thursday from 15:30 to 16:30. Non-contact from part of the student or missing a scheduled time to present the missed assessment will result in his/her work considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on that specific task and will be graded accordingly.

Upon missing a scheduled summative task, due to scheduled medical or approved absence of leave:

- The student must contact the subject teacher and complete the summative task on either the first Tuesday or Thursday back after their sickness/absence from school, from 15:30 to 16:30. Missing this date will result in his/her work considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on that specific task and will be graded accordingly.

Note: if a non-attendance period of two weeks after a given assessment is reached, students work will be considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on the given task and will be graded accordingly. Extenuating circumstances will be considered in a per-case basis and these can result in student work not receiving a grade level.

Ongoing assessments

If a student fails to turn in an ongoing assessment (i.e. essay, long-term project, written report, video or any other summative assessment which is not developed in a specific day/time) by the given deadline:

- The teacher will notify student and parents/guardians on the day of the deadline for the assessment task via email, and a 24 hour deadline for submission will be set for the student.
- If the 24 hour deadline is not met by the student, this will result in his/her work considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on that specific task and will be graded accordingly.
- Special circumstances and arrangements regarding the non-submission of an assessment task will be discussed and decided on by the program coordinator.



Inappropriate behaviour during a summative assessment

If a student behaves inappropriately during a summative assessment:

- The student will be requested to hand in the assessment, which will be marked as-is.
- Additional considerations may apply as per the Bladins' Positive Behavioral Interventions and Supports (PBIS) model.

Summative tasks involving group work

When introducing group work-based summative tasks to students, teachers should inform the procedures for groups missing a group member at the time of assessment.

In the case of a group missing one of its members, the remaining members of the group can be asked to present/perform as per the discretion of the teacher. If a group presents/performs without a specific group member, the teacher will treat this as an absence from a summative task, and the missing student must present/perform on his/her return to school on a Tuesday or Thursday from 15:30 to 16:30.

Teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined; achievement levels in group tasks should be individually determined and not group determined.

Malpractice during an assessment

If a student commits any form of malpractice during an assessment:

- The student will be requested to hand in the assessment, which will be marked as-is.
- Additional considerations may apply as per the school's academic honesty policy.

Alternative assessment opportunities

Assessment tasks are carefully designed by teachers in order serve both as a learning experience as well as to gauge an understanding of their level of competence in their skills associated with learning. A range of assessment opportunities are designed throughout the school year, with each subject specific criterion being assessed at least twice.

Students who perform poorly on the subject criteria addressed by a specific assessment task will either have had prior opportunities to perform on these criteria, or will have the same future opportunities of performing against these criteria as their classmates. Alternative assessment opportunities in the form of extra-credit activities or remedial tasks will not be given to students



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who perform poorly on a summative assessment task.

Special considerations

Special considerations and arrangements regarding assessment tasks, time provided, allowed resources and others can be contemplated through the Learning Support department, the school's inclusion policy, language policy and/or a student's IEP.