



Oslo kommune
Utdanningsetaten
Manglerud skole

Phone: +47 22 75 73 10
Plogveien 22, 0681 OSLO, NORWAY <https://manglerud.osloskolen.no/>
manglerud@ude.oslo.kommune.no

International Classes

Assessment Policy

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Nordic Network
OF INTERNATIONAL SCHOOLS

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Our evolving mission compels us to embrace a new vision of assessment that can tap the wellspring of confidence, motivation, and learning potential that resides within every student.

- Rick Stiggins (2007)

Philosophy

At Manglerud skole, International Classes (Manglerud IC), we believe assessment is for learning, as well as, a key component of our mission to develop life long learners. It is a continuous process and an integral part of daily instruction that requires collecting, synthesizing and interpreting information. Authentic, valid, and reliable assessments inform students of how they learn, what they have learned, and provides key information on self evaluation assessment how to help them further in their learning process. Assessments also inform teachers' planning, directing them to where and how learning needs to continue, where learning has been mastered, and how learning can be extended. Assessment also promotes development of approaches to learning skills (ATL), learner profile attributes.

Purpose of Assessment: What is assessment for?

- provides evidence of student understanding of the subject group objectives
- gives students clear guidance on how to improve and define learning goals
- provides information of student's previous understandings, skills, knowledge and learner profiles
- can map student's learning, identify areas of excellence, and indicate need for intervention, challenges and growth.
- gives learners guidance on how to improve and to define learning goals
- promotes teacher reflection of the learning and teaching process which they use to adapt their strategies and curriculum
- promotes student reflection through self-evaluation and analysing their learning and understanding where they need to improve
- promotes positive student attitudes towards learning
- gathers information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- for parents, assessment is designed to provide evidence of student's learning, develop an understanding of student learning and provide a means to celebrate and support learning

Manglerud International Classes recognises that learners:

- have different learning styles
- have different readiness for learning

- emotions may have an impact on their assessment
- bring their own cultural experiences, previous expectations and needs into the classroom
- perform best when they have a clear understanding of expectations
- achieve at a higher level of performance when they know the assessment criteria
- build upon their prior knowledge
- perform differently according to the context of learning and should receive feedback that is positive, constructive and timely
- need to know their areas of strength to identify areas of growth
- be reflective of curricular goals and the core values, learner profile attributes and ATL skills
- should be an active part of the learning process by analysing their learning and understanding what needs to be improved on

The philosophy, purpose and principles of assessment apply to both programmes. There are differences in the PYP and MYP assessment systems in order to meet the age appropriate needs of learners and stages of development.

Assessment Practices

Manglerud IC uses a variety of assessments to gather information about a student's learning. Assessments are age-appropriate and reflection on assessment practises by both students and teachers is an important part of all teaching and learning.

- a) **Diagnostic assessment:** Students are assessed on their knowledge, skills and understandings prior to the new learning experiences. Formal diagnostic testing for placement in language acquisition, English and Maths.
- b) **Formative assessment** is ongoing, occurring throughout daily instruction. Fully connected, formative assessment and instruction work to purposefully and effectively inform students and teachers of what is known and what needs to be done to accomplish further learning.
- c) **Cumulative assessments** at the end of each level: PYP exhibition and MYP community project.
- d) **Self- assessment** Learners are encouraged to take responsibility for their learning by receiving opportunities to self-evaluate their progress. When appropriate, peers are given an opportunity to provide feedback on one another's work.
- e) **Summative assessment** occurs at the end of the learning and teaching process often at the end of a unit of inquiry. It is a means for students to demonstrate their new understandings, skills, knowledge, and ability to transfer the learning. These assessments provide evidence of achievement against the subject objectives and criteria.
- f) **Student and teacher reflection** on all assessment practises is an integral part of all teaching and learning.

Assessment Strategies

Manglerud IC encourages all teachers to use assessment strategies that are student-centred and consistent with learning goals. Teachers can choose from a range of assessment strategies to ensure they assess their students' performances fairly including:

- *Observations*
- *Performance/project-based assessment*
- *Testing/exam-based assessment*
- *Reflection*
- *Open-ended tasks*
- *Selected Responses*
- *Portfolios*
- *Creation of solutions or products in response to problems*
- *Compositions*
- *Performance tasks*
- *Process journals*
- *Investigations*
- *Research*
- *Questionnaires*
- *Presentations (verbal or written), graphic (through various media)*
- *Essays*
- *Conferences with teacher (e.g. writing, lab report)*

Middle Years Program

- The MYP teachers are required to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

MYP Assessment Procedures

At the beginning of a unit, teachers

- carry out pre-assessments, knowledge harvests or diagnostics to check student's prior knowledge or levels and help tailor content and skills to their needs
- inform students of any summative assessment task related to the unit. MYP teachers must provide students with criteria that will be assessed including clarified task-specific descriptors to help both students and parents understand the assessment

During a unit, teachers

- Before a summative assessment task is assigned the criteria are given in advance and clarified with task-specific descriptors so that both students and parents understand the assessment. Teachers must provide students with the opportunity to reach the highest level by creating rigorous tasks. Criterion-related assessment does not require mastery of each descriptor, students are not compared to each other and there is not an expected distribution of achievement. All assessments are shared in advance on the learning platform ItsLearning and the level of achievement here is recorded and accessible to all parents. Scores and feedback from formative assessments are ongoing and these are also recorded in ItsLearning. All four objectives and strands must be assessed minimum twice per academic year.

Homework

Students are expected to work on some of their assessments at home, including services as action tasks in years 7-9 and Community Project in year 10. They may be asked to read or do work to prepare for assessment.

Students are encouraged to read at home for pleasure at least twenty minutes a day, and participate in their other extra-curricular activities and interests.

If a student does not prepare for assessments, the teacher is expected to use their professional judgement in managing the situation with attention to assisting students with developing better Approaches to Learning skills and through direct conversation with the student and home if necessary.

Standardisation of Assessments in MYP

The Purpose of Standardization

Standardization is the process by which teachers share their expectations and understanding of the established assessment criteria and standards with each other in order to improve the consistency of their decisions about student learning and ensure fair practice across subjects and year levels.

Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.

Standardization serves to ensure that teachers are accountable for accurate and consistent assessment of student work and benefits their work by

- Allowing the creation of example sets of work
- Using example sets to support new teachers in becoming familiar with standard levels
- Sharing example sets of work produced to give students guidance and modeling in teaching

Internal Standardization

Internal Standardization is the process by which the assessments of a teacher are quality assured by another colleague(s) from the same subject or course. It is the process where teachers share their understanding of assessment criteria in order to improve the consistency of their assessments across classes and year level. Internal standardization takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria of the International Baccalaureate MYP.

Process

- The MYP coordinator will invite teachers to a face-to-face meeting to share a range of assessments that have been completed by their students in their coordinator meeting. This will be done by subject and year levels (i.e. all maths teachers) but also across subjects such as math/science to ensure that common understandings - mathematical concepts or literacy are also assessed at level
- Copies of the work, devoid of comments and grades, will be brought to the standardization meeting by the teachers involved.
- The standardizing teachers will use the appropriate rubrics to grade the assessment tasks previously graded by their colleagues, and compare grades. It is important that none of the moderators are aware of prior grades awarded during the standardization process or awarded by others participating in the standardization process.
- A discussion will then take place on the results of the standardization
- The entire process should transpire prior to the grades being published to students and formally documented – at least one session is held before January and another before June

When

- Coordinator meetings, which occur weekly, will be set between subject teachers at least once prior to the reporting periods in January and June
- Collaboration meetings (which occur weekly on Mondays) where all teachers are present, can be used to share the outcome of the coordinator meetings and to review general consensus of levels, shared areas within descriptors (mathematical literacy, literacy, use of sources, etc)
- If necessary the half planning evening may be used for assessment standardization

Student to Student Standardization

A practice of teachers empowering students to grade their peers' work using the same process detailed above should be encouraged. Student to student standardization has a positive impact on the teaching and learning as it helps both teacher and students develop shared expectations and understandings of what quality work looks like.

For student to student standardization to be successful, it is important that students are:

- guided carefully through the assessment criteria
- provided with the guidelines for a best fit approach to criteria- or to read through the task specific criteria first and understand what is being asked of the student
- coached on the use and definitions of wording used in the criteria descriptors

Standardization of Community Projects

1. All performances will be recorded by the supervisor assigned to that student
2. All project material, built or created, will be submitted to the supervisor assigned to that student(s)
3. All project reports will be submitted to the supervisor assigned to that student(s)
4. If inconsistencies are found, the MYP Coordinator will assess the project in question and report the findings to the Community Project Coordinator
5. All final scores will be reported by the Community Project Coordinator only when all standardization exercises are completed and no inconsistencies are present
6. The MYP Coordinator ensures that all reports and agendas for standardization meetings are saved for posterity

Where more than one teacher is teaching the same subject group, teachers work together to establish common standards against which they evaluate each learner's achievement holistically and in order to establish a common understanding on the criteria and achievement levels and how they are applied. As the MYP programme at MIC is growing meetings for regular standardisation of learner work will be built into the meeting calendar. For teachers who do not have a colleague within their subject area, opportunities for collaborative work on standardisation will be made available through job-a-like sessions at other MYP schools.

Accommodations and Extended Time on Assessments

Learners with learning support requirements may require reasonable adjustments to access the curriculum. The learning support teacher may help the teacher with recommendations, however it is important that the overall learning outcome remains the same. An individual learning plan (IOP) is made for learners with official documentation from the learning support services (PPT). If a student is eligible for extended time on a test or to use other support material following the IB inclusion guideline, the school will accommodate for this.

Late work or Non-submission of Summative Assessment Tasks

In criterion related marking, punitive action (except for when the validity of the work submitted is in question) must not affect a student's achievement level in an assessment task or when determining summative assessment levels, while late or incomplete work may contribute to the awarding of a lower achievement level due to the quality of the work, work will not be marked down as a direct consequence of being late. However, in order to be awarded a final grade for the subject the learner must complete the minimum of requirements. If this is not completed by the end of the academic year, learners will not receive a final grade in the subject. If a student's work on a summative assessment task is late or fails to show the necessary learning, then the following procedures are followed at the school:

- If a student does not submit their assignment this is recorded in ItsLearning and an e-mail is sent home. The teacher follows up with the student to encourage and support their work through developing approaches to learning (ATL) skills. If a student was absent or could not sit the assignment for a valid reason on the day of assessment, arrangements will be made to re-take the assignment. The scheduled re-take of the assignment must take place within the next 14 days.
- A student can apply for an extension to a deadline in advance based on special circumstances. This request for an extension should be made to the teacher and the teacher may give the student an extended deadline given the circumstances or ask the student to complete the assignment after school or during breaktime. The school will do its best to ensure that students who have been granted extended deadlines do not have any advantages and will change/modify the assessment accordingly to prevent this.
- All cases of plagiarism and academic dishonesty are reported and followed up with an academic honesty review.
- If a student is in danger of not being able to receive a progress grade or final grade, the student should be notified in the form of a warning letter used in the Norwegian school.

Reporting and Recording of Assessment

Reporting to parents, students and teachers occurs through:

- Regular unit overviews
- IB information session about assessment
- Assessed students' work
- Assessment overviews at the end of each semester
- Learning Conferences: Parent- Student- Teacher conferences and Teacher-Student conferences
- Report cards at the end of each academic year

Teachers are required to enter all assessments in ItsLearning. Each unit contains at least one summative assessment and students know which criteria and strands will be assessed. Students receive an achievement level for each criterion assessed in the assessment. Teachers use the "best fit" approach and one achievement level per criteria, if possible.

At the end of the 1st term, achievement levels are added up to indicate the student's overall achievement level based on the criteria and strands that have been assessed thus far. The levels of achievement should be posted in a timely manner and the criterion descriptors should be referred to. If the task-specific clarifications are on a separate document, then teachers should refer to these in their comments. These must be published on ItsLearning so that this information is accessible to students and parents. The overall achievement level is converted into a progress grade 1-7, reported and published on ItsLearning/IST. The same procedure is used in the second term, but the achievement level is now reported as final and converted into a final grade.

OVERALL ACHIEVEMENT LEVEL FIRST TERM

MYP1 ENGLISH LANGUAGE AND LITERATURE

NAME:

| | Criterion A | Criterion B | Criterion C | Criterion D |
|---|-------------|--------------------------|-------------|-------------|
| Essay about Identity | | 7 | 7 | 7 |
| Conversation about <i>To Kill a Mockingbird</i> | 8 | 8 | | 8 |
| Written Analysis of <i>To Kill a Mockingbird</i> | 7 | 8 | | 8 |
| Final Levels | 7 | 8 | 7 | 8 |
| Total Achievement Level: 30/32 | | Progress Grade: 7 | | |

Determining Achievement Levels

To determine a level of achievement for each criterion, teachers must gather sufficient evidence to decide whether a student is working at the lower or higher end of a descriptor. Teachers should start at the first descriptor and move up, until the descriptor no longer describes the students work and move up, until the descriptor no longer describes the student work: the work will then be described by the previous descriptor. If the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band, teachers must use their professional judgement in determining the descriptor that best fits the student's performance.

The final level determined for the final end of year report is not an average of the achievement levels recorded throughout the year. Teachers should use all the information gathered from a range of summative tasks to make a professional and holistic judgement on how the learner performs that reflects the level descriptors for each criterion. Patterns in the data, consistency and special circumstances should be analysed. Teachers can only use formative assessment when the most recent summative grades vary in that there is an obvious pattern change from how the student usually performs. Achievement levels should be reported as a whole number. The subject teacher determines the final achievement levels and final grade in cooperation with the MYP coordinator. The subject teacher should discuss the levels of achievement with the student in one or two conferences over the year. Each strand of all criteria must be assessed a minimum of twice before a final achievement level can be determined.

MYP general grade descriptors

The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7, as determined by the IB (MYP principles into practice, 2014) This information is made available to students and parents.

| 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. General 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. |

Inappropriate grading practices:

The following are inappropriate practices when using the MYP criterion related assessment model, so teachers must avoid these practices:

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging the summative performance scores over the year.
- Using single pieces of work to determine grades.
- Disregarding evidence of achievement when the assessment task was valid.
- Devising modified criteria or rubrics on a 1-7 scale to grade learner performance.

Primary Years Program

PYP Assessment Procedures

At the beginning of a unit, teachers

- carry out pre-assessments, knowledge harvests or diagnostics to check student's prior knowledge or levels and help tailor content and skills to their needs
- inform students of any end product related to the unit, such as presentation, poster making, writing etc.

Homework

The school acknowledges the importance of establishing a rich language environment at school and at home. The aim of homework is to strengthen students' communication, critical thinking and enrich their language skills. The school emphasize the importance of homework in PYP as of actively using language (students' mother tongue, Norwegian and English) in speaking and reading tasks.

Students are encouraged to read at home for pleasure at least twenty minutes a day.

Standardisation of Assessments in PYP

Standardization is the process by which teachers share their expectations and understanding of the assessment with each other in order to improve the consistency of their decisions about student learning and ensure the continuity of students' learning progress across year levels.

Process

- The PYP coordinator will invite teachers to a face-to-face meeting to discuss and review work that have been completed by their students in their coordinator meeting. The meeting will be coordinated by year level groups – Key Stage 1 (PYP1-3) and Key Stage 2 (PYP4-6).
- Copies of the work will be brought to the meeting by the teachers involved.
- A discussion will then take place on the results of the standardization.
- The discussion will take place before each unit.

When

- Coordinator meetings, which occur weekly.
- Collaboration meetings (which occur weekly on Mondays) where all teachers are present, can be used to share the outcome of the coordinator meetings and to review general consensus of levels.

Reporting and Recording of Assessment

Reporting to parents, students and teachers occurs through:

- Learning Conferences: Teacher- Student conference ; Teacher- Parent conference ; Teacher- Student -Parent conference
- Progress Report at the end of each academic year
- Portfolios
- PYP Exhibition

Learning Conferences

The Teacher-Student conference

The teacher meets individually with a student to reflect, share or explore concerns, and/or search for solutions for problems interfering with a student's daily performance. These are usually informal in nature, occurring as needs arise, but can also be structured into lessons targeting specific academic outcomes, such as editing of writing.

The Teacher-Parent conference

It can be both formal or informal.

Formal conferences are time scheduled either by the teacher or parent to discuss and review specific items of concern or questions. Other school personnel, with responsibilities relevant to the topic at hand might be scheduled to participate in the conference.

Informal conferences are times when the parent and teacher meet spontaneously or naturally during the school year and briefly discuss points of interest for the student. The student is not an active participant in this kind of conferences but is informed of the conversation and any relevant action that occurs as a result of the meeting.

The Teacher- Student- Parent conference

It occurs at least twice in each academic year. The conference is organized by the school to occur over a period of one day or two-three weeks. Teachers schedule times for the parent and the student to visit and review the student's current progress. The student is present in the meeting where student is an active participant in the conference to share what he/she has learnt in that period of time.

PYP Progress Report

The progress reports in PYP should be a culminated statement about the progress that a student has made that year based on ongoing monitoring of progress and assessments. From the PYP Principles to Practice the purpose of assessment is described:

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

The teachers prepare a written narrative and rate student growth on a scale of stated learning goals. The report includes sections on the IB student learning profile, units of inquiry, math, literacy, music art, Norwegian and PSPE. Where appropriate, these sections are detailed with more defined learning outcomes such as conceptual understanding, transdisciplinary skills, subject-specific skills, and student attitudes.

Portfolios

Student portfolios are a running record of assessment outcomes on our students. The portfolio contains artifacts chosen by the student and/or teacher that documents the child's learning experiences in all subject areas. By reviewing and reflecting on the compiled work samples, students, teachers and parents can see the progress of the child's learning throughout the years at Manglerud IC. Review of the portfolio is an anchor activity at each year's student-led conferences. Manglerud IC is in the process of improving the documentation of the portfolio, preferably from hard copy to digitalize portfolio.

PYP Exhibition

The PYP Exhibition is a summative assessment that will be administered in 6IC (PYP6)- It will be a culminating project that requires students to demonstrate performance in the five essential elements of PYP: knowledge, concepts, skills, attitudes, and action.

Revision and evaluation

These guidelines are a living document that is used by Manglerud IC community. As we continue to implement the IB programme, this policy will be revised. This policy was drafted by the curriculum coordinator, with input from the faculty and the senior administration in August 2020. The full document will be made available to staff, faculty and parents on the school website and will be a part of the orientation at the start of each academic year.