

## WINS ASSESSMENT POLICY



### Introduction

WINS is aware that assessment plays a crucial role in terms of how children develop their first impressions regarding school and learning and that it has a strong impact on their self-confidence and their life-long relationship with learning.

The purpose of this document is to explain both the underlying rationale as well as the workings of assessment at WINS to ensure consistent understanding for all teachers, students, families, and other relevant stakeholders.

### Underlying Principles and Rationale

WINS acknowledge the interdependent relationship between teaching, learning, and assessment and the importance of using a wide range of formative and summative assessment strategies and approaches to cater to students' different learning needs and styles to help ensure that they are given the opportunity to express themselves and feel valued. Students are encouraged to reflect and assess their own learning in order to encourage them to take responsibility for their own learning.

Assessment is considered an informative opportunity for both the teacher and student. Feedback to students on their performance is a key step and should be delivered and accepted in a constructive manner, pointing out strengths and proposing strategies to make up for weaknesses which might have emerged.

Clear communication of assessment principles and criteria is essential for students' academic and personal growth. Therefore, each assessment has clear objectives and assessment criteria that the teacher explains so the student can clearly understand what is expected of them.

Accurate and easily accessible recording of assessment outcomes fosters open and clear communication between the school, families, students and teachers. *Families are informed* about their child's progress on a regular basis and given suggestions on how to support them in order to help them reach their full potential.

As provided for by the IB guidelines, assessment is criterion-based and relies on the "best-fit" mode of the achievement descriptors. This principle applies to both formative and summative assessments. Grades are given either in number or letter form (A, B, C, D, E) and are used as



*feedback* to instruct the teacher and the student on their progress so talents and abilities can be nurtured and difficulties dealt with.

Assessment is also instrumental in determining and guiding the effectiveness of teaching and the suitability of the written curriculum, and both teachers and students are encouraged to reflect upon the results to inspire further teaching and learning.

### **Assessment Methods**

Program Coordinators and grade or subject teachers provide students with the information (grade descriptors, assessment criteria) necessary to fully understand the assessment requirements. The grade descriptors and criteria used are those indicated by the IB on the program specific guides.

Teachers post the assessment criteria and descriptors on Managebac so families can access them independently. Parents are welcome to ask the Program Coordinators or the School Manager and Academic Coordinator for any further information.

Informative meetings are organized at school at the beginning of the academic year, to inform parents on the nature of the IB programmes and the format of assessment.

### **Formative Assessment**

Students' performance is assessed throughout the year in different ways to account for different learning styles and needs, but it is always inspired by the learning objectives described by the IB. The purpose of formative assessment is to help teachers identify students' strengths and weaknesses and foster the development of skills necessary to succeed in the area of study and in the skill(s) being assessed.

This takes place in a variety of ways depending on the grade, subject, and the specific topics. It includes, but is not limited to: class activities, worksheets, multiple choice quizzes, research, presentations, short-essay questions, essay writing, short-answer tests, open-question papers, oral tests, notebook checks, etc.

Homework, classwork, and participation are essential elements of formative assessments and are commented on by the homeroom and subject teachers on the student's progress report cards.

Marks are recorded on Managebac for each assessed task or assignment and are also communicated to the students. Teachers devote class time to give feedback and encourage



students to reflect upon their results. Conversations with students are used to inform target setting for each individual.

Self and peer assessment are encouraged in class.

Parents can consult marks online on Managebac.

### **Summative Assessment**

Students' level of achievement against the IB PYP and MYP objectives is determined at the specific intervals over the year that correspond to the end of each term. The grades issued at the end of Terms 1 and 2 should be considered progress grades only, as not all elements necessary for the calculation of the final summative assessment outcome will have been completed at these earlier stages. The purpose of these intermediate summative assessment sessions is to check the level of attainment reached by the students and to formally inform families.

The results of termly assessment is used by teachers to inform Individual learning plans that will be designed to support individual progress.

Termly grades are used to inform target grades (for MYP and DP) and predicted grades.

### **Assigning Homework**

Teachers will assign homework on Managebac, creating Tasks that will appear on the calendar according to the date the tasks are due. In the name of the Task you should indicate the subject (i.e. Maths-Logarithms project).

### **Assessment in the PYP**

Assessment in the PYP is an integral part of the program, and is an ongoing process that helps students, teachers, and families monitor and support student development and acquisition of subject knowledge, skills, and concepts central to the PYP.

Students are central to assessment in the PYP, and their active participation in self-assessment and reflection are important for co-constructing learning goals with their



teachers. At WINS, students are actively involved in the assessment process, from co-constructing rubrics and success criteria with their teachers, maintaining their portfolios, participating in conferences, to providing feedback to their peers.

To support multiple modes of learning and in line with the PYP's emphasis on student agency, students are often given choice in their assessments in the classroom. Teachers continue to assess their students on a formal and informal basis to accommodate their teaching to meet the needs of the students.

At the start of a new unit of inquiry, teachers will assess their students for prior knowledge and use this data to support the inquiry.

The PYP at WINS follows three assessment practices:

Assessment for learning-this is the focus  
Assessment of learning  
Assessment as learning

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The four dimensions of assessment to inform learning and teaching in the PYP:

- Monitoring learning
- Documenting learning
- Measuring learning
- Reporting on learning

As a learning community, the PYP at WINS also actively aims to assess the learning process as well as the assessments themselves. Data from assessments is used to evaluate the efficacy of the program and to provide targeted support to individual students and student groups.

### **PYP Formative Assessment**

In the PYP, formative assessment is used regularly in the classroom to measure student learning. The purpose of assessment is to determine students' prior knowledge, to better understand student learning, to extend learning, and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers. These assessments are an essential part of teaching and embedded in the lessons; they help both the student and teacher to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies used include: whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, exit tickets, anecdotal notes, and selected response. One



objective of formative assessments at WINS and as a PYP candidate school is to help the student understand and reflect upon their learning and to help them in developing their own learning goals.

### **PYP Summative Assessment**

At the end of a unit, students complete a summative assessment to measure their understanding of the learning goals. The summative assessment may be a presentation, a report, journal, poster, role play, or another task that measures the students' understanding and learning. These summative assessments are an opportunity for the students to demonstrate their understanding and to apply the skills and knowledge they have learned in that unit.

### **Exhibition**

Exhibition is the culminating project in the Primary Years Program and is an opportunity for students to share the PYP and its essential elements with the school community. This student-centered assessment is completed in Grade 5 and is an extended project where students create their own central idea to investigate as a unit under a selected transdisciplinary theme. Throughout the unit, the students are guided by a mentor, reflect upon the inquiry process and the IB Learner Profile, and communicate regularly with all stakeholders including their teachers, their families, their classmates, and other students. At the end of the Exhibition process, students present their work to the school community.

### **Reporting in the PYP**

Reporting is an important part of the assessment process. At WINS, we strive to have the student as a key voice and agent in their own learning.

#### *Written Reports*

At the end of each term, families receive a written report about the students' learning from all teachers, and families are encouraged to attend a Parent-Student-Teacher Conference in the fall trimester (Term 1) and then we move to a Student-Lead Conference in the spring trimester (Term 3). This first conference is generally between the parents and teachers. Furthermore, In the month of October there will be a 'Meet the teachers' meeting where parents will be offered the opportunity to meet the teachers to share important information about their children and discuss individual expectations/needs, as well as ways to support students in their learning endeavours.

#### *Student-Led Conferences*

At these conferences, the students lead their families through the classroom, share their portfolio, demonstrate what they have learned and share reflections on their learning, as well as any goals they have for the next term and beyond.



### *Student Portfolios*

Student Portfolios are an essential part of the PYP. It is a collection of work that demonstrates student learning and growth over time. Students select pieces of work to feature in their portfolios and reflect on their learning to self-assess and consider next steps to set goals. Portfolios are an opportunity for the students to celebrate their learning and demonstrate their achievement. Students share their portfolios with their families during both student-led conferences (Terms 2 and 3).

Aside from these reporting events, teachers and students are encouraged to regularly communicate with families on student progress throughout the school year.

### **Reporting in the PYP**

Communication and reporting on learning from students and teachers is important in building the bridge between school and home, and helping parents support and celebrate their child's learning.

## **Assessment in the MYP**

### **MYP Formative Assessment**

In the MYP, formative assessment is used regularly in the classroom to measure the students' understanding of key concepts, current topics, subject learning objectives, prior knowledge, and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers and students. These assessments are an essential part of teaching and embedded in the lessons and help both the student and teacher(s) to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, etc. One objective of formative assessments at WINS is to help the student understand and reflect upon their learning and to help them in developing their own learning goals.

### **MYP Summative Assessment**

The structure of summative assessment at WINS follows the IB MYP guidelines and requirements that are provided for each subject guide and relevant IB documents.



Each subject has four objectives with related strands that have to be assessed at least twice every school year, but we encourage teachers to assess each objective more frequently when able. Assessment objectives are clearly identified next to each topic area on all subject guides. Criteria are adjusted depending on the relevant grade level.

The statement of inquiry forms a central part of the written, assessed, and taught curricula. When designing MYP units of work, the statement of inquiry shapes the choice of topics and tasks to be assessed.

Assessment objectives can be broken down into several strands that detail the main objective. Teachers are encouraged to further detail the generic criteria descriptors when using them to assess specific tasks (task-specific clarifications) and inform students.

Summative assessment for progress report cards is based on the levels achieved in the criteria assessed at the time of reporting and on all criteria for the end of the year report card. Final subject marks are expressed on a 1-7 scale on the basis of the IB MYP grade boundaries provided in "MYP: From Principles into Practice." Descriptors of the 1-7 grades are included below.

### **Standardization of Assessment**

Standardizing assessments within subject departments allows us to make decisions that are consistent and reliable throughout the school year. This process engages students and teachers with the principles of assessment for learning. It helps to prevent assessment judgements changing over time due to variables that can often challenge the consistency of practice within a school; these include but are not limited to: staff changes, changes in student demographics, and the changes in educational demands.

Standardizing assessments helps to improve our assessments because teachers are better able to make confident decisions; all stakeholders are able to recognise that the assessments are handled in a system that enhances fairness, reliability, and validity, which makes achievement decisions defensible; the information is recorded and provides information to teachers on how to alter their teaching practice; and it provides us with reliable information when comparing cohort data with historical information.

The process of standardizing assessments takes place both externally and internally.

External standardization is carried out to ensure students are fairly and consistently assessed across all subjects and the assessment results are in line with IB practices and standards.

Internal standardization starts at the planning stages of all units with departmental teams sharing their understandings, expectations, and interpretations of criteria and how the



criteria have been clarified for the task(s). Throughout the units, teachers will work collaboratively to share information on which to base the final criteria levels and identifying inconsistencies between sources of evidence.

It is suggested that teachers within the same departments make judgements collaboratively about a sample of student work before they assess their own class's work, which allows for a better understanding of the expectations and criteria definitions.

### **Approaches to Learning (ATL) Skills**

Teachers use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for teaching effective learning strategies.

Through an ongoing process that is focused on disciplinary and interdisciplinary teaching and learning, teachers help student to develop ATL skills.

While ATL skills are not formally assessed in the MYP, they contribute to students' achievement in all subject groups. Teachers provide students with regular and specific feedback on the development of ATL skills through learning engagements and providing formative assessments.

WINS has appointed an ATL Coordinator who will work with teachers of all grades to support implementation of ATL in teaching and development of ATL skills throughout the curriculum. The ATL coordinator will provide training on ATL during PYP/MYP/DP collaborative planning meetings and will provide one-to-one support and feedback to teachers in the delivery of their curriculum.

### **Learner Profile**

The Learner Profile represents a nuanced analysis of conduct and effort and details the social, emotional, and cognitive development of the student across all areas of the curricula.

WINS focus on monitoring student development in light of the profile in as many ways as possible by engaging students and teachers in reflection, self-assessment, and conferencing.

Throughout each term, comments about student attitudes and socio-emotional behavior are recorded on Managebac.

### *Special Arrangements and Special Educational Needs*





The IB is an inclusive program that identifies each student as a unique human being and aims at supporting them throughout their learning experience.

The teaching and assessment approach accommodate for different learning styles and educational needs. No exceptions or special arrangements will be made in formative or summative assessments that would distort the final outcome and that would not be allowed by the IB in formal assessment (grade 10 e-assessment and grade 12 IB Diploma examinations).

### **Assessment in the DP**

Continuous assessment is an integral part of the Diploma Programme. All members of the community therefore take an active part in the process in order to maintain and improve the quality of teaching and learning.

#### **Criterion Referencing**

All assessment is criterion referenced. Assessment in the Diploma Programme is guided by the IB and Assessment guidelines and practices are outlined in the IB document Diploma Programme Assessment Principles and Practices (IBO 2010/2004).

Subject teachers present the assessment criteria of their subjects guides early in the programme. Assessment tasks are marked according to these criteria so that students, teachers and parents are clear about the student's progress. This includes internal and external evaluations and overall expectations of the programme.

#### **Formative assessment**

In the DP, formative assessment is used regularly in the classroom to measure the students' understanding of key concepts, current topics, subject learning objectives, prior knowledge, and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers and students. These assessments are an essential part of teaching and embedded in the lessons and help both the student and teacher(s) to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, etc. One objective of formative assessments at WINS is to help the student understand and reflect upon their learning and to help them in developing their own learning goals

#### **Summative assessment**



The structure of summative assessment at WINS follows the IB guidelines and requirements that are provided for each subject guide and relevant IB documents. The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria.

It is established that Summative assessments take place on a regular basis during the 3 terms. At least 2 Summative assessments must take place in each subject on a termly basis and each Assessment task must test a range of assessment components of each subject.

### **Mock Exams**

Mock exams will be used to measure students progress and results.

A mock exam is a trial run exam very similar to the final external IB exam that will allow students, teachers, and coordinators to determine an action plan to address any possible issues.

Mock exams and end of year school exams will take place according to the following timeline:

January/February -Mock exam 1  
May/June DP1- End of DP1 exams  
January DP2-Mock exams 2

The grades achieved in these summative assessments will count towards trimester grades, together with results achieved in class activities and formative assessment tasks. Summative assessments can take a variety of forms (including tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, oral examinations...).

### **Assessment Scores in the Diploma Program**

In the DP, students obtain grades for each DP course attempted from 7 to 1, with 7 being highest. Article 13, from the "General regulations: Diploma Programme", IBO, April 2014, explains the conditions required to earn an IB Diploma.

### **The DP core**

The theory of knowledge and extended essay are awarded individual grades. Collectively, they can sum up to three additional points towards the overall score.

Creativity, Activity, Service (CAS) does not contribute to the points total but students need to prove authentic participation in order to be awarded the diploma.

### **Internal Assessment**



Internal Assessment allows some student assessment to be done by teachers over the course of the class. Teachers mark individual pieces of work according to the IB criteria and this grade counts as a portion of the overall IB grade. A sampling of the teacher- marked work is sent to a moderator who evaluates the teacher's application of the IB criteria and rubric.

At the beginning of the academic year all IB teachers and the DP Coordinator collaborate on the creation of a calendar for the completion of Internal Assessments. It is designed to arrange the due dates of tasks in order to avoid a convergence of due dates for multiple tasks. A copy of the calendar is given to each IB teacher and it is posted on Managebac.

Internal Assessment grades are submitted to the DP Coordinator by the end of March of DP year 2, according to IB official deadlines.

### **External Assessment (official IB exams)**

External Assessments are conducted and overseen by the DP Coordinator, teachers or supervisors and then sent to be graded externally by qualified examiners. Examples of external assessments include Extended Essay, English A1 World Literature Papers, TOK Prescribed Title Essays, and the end of course exams.

### **Grades, Reporting and Recording**

Students will receive report-cards at the end of each trimester. Report card grades usually involve the marking of assessment sections that will later be moderated by the IB. Teachers are encouraged to use different methods to provide feedback to students and parents. Parent-teacher conferences take place once a term. It is important to understand that grades awarded by teachers for school reports may be different from final IB grades.

### **Moderation**

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme where this is possible. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative.

### **Predicted Grades**

Final Diploma Programme predicted grades for each student are produced in Grade 12. These grades are based on all of the evidence of the candidate's work (both through formative and summative assessments) by the end of March, and sent to IB according to IB Guidelines.

Predicted grades are also produced at the end of DP1 and will be used to support candidates' applications to Universities.



### **Assessment Accommodations**

Students needing accommodations have access to various support services provided by the school. Accommodations could include services for English learner students (EAL) as well as students with learning needs. Arrangements for meeting the accommodations and requirements are developed by the Academic Dean, in collaboration with the DP Coordinator and implemented through the subject teachers, the EAL Program specialists, and the psychological department. For further information please read Special Needs Policy and the document EAL Department.

### **Secure Storage Arrangements**

As required by the IBO, all DP Exam materials will be stored in a fire-proof safe placed in a secure room not accessible to students and in line with IB requirements.

Only the DP Coordinator and the Head of School will have the keys to the secure storage room and the combination of the safe. The DO NOT DUPLICATE sign will be applied to the keys.

### **Exams Officer**

The DP Coordinator will serve as Exams Officer and will be in charge of registering candidates, informing teachers and candidates of the prescribed deadlines and of the exam schedule, assist calendars who need special arrangements, submit candidates' work and other material to the IB through IBIS, organize the exam session, liaise with the IB for any matters related to the examinations, store exam materials in the secure room as required by the IB regulations, ship the exam papers to the IB, and any other duty necessary to full comply with the DP: Assessment Procedure document available for the examination session.

### **Assessment and Academic Honesty**

Academic honesty is expected of all members of the school community; students, faculty, administration and parents. Students are expected to abide by the school's Academic Honesty Policy when completing any and all pieces of assessment work – the overriding principles of which are outlined below:

- All work produced by Diploma Programme students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations



- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB.

For further information please read Academic Honesty Policy.

## Grading System

### IB PYP

The Primary Years grades Transition -5 adopt a marking scheme out of 7:

Mark	Descriptor	Description
7	<b>Exemplary</b>	Produces high-quality, consistently innovative work. Communicates comprehensive understanding of content. Demonstrates sophisticated, critical, and creative thinking. Frequently transfers knowledge and skills with independence and expertise.
6	<b>Excellent</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of content. Demonstrates critical and creative thinking, frequently with sophistication. The student completes most tasks independently.
5	<b>Good</b>	Produces generally high-quality work. Communicates solid understanding of content. Demonstrates critical and creative thinking, sometimes with sophistication. The student rarely requires teacher support when doing independent work.
4	<b>Average</b>	Produces average quality work. Sufficiently meets grade-level expectations. Communicates basic understanding of content with few errors. The student is able to complete most tasks independently. Critical and creative thinking is developing.
3	<b>Needs Improvement</b>	Basic understanding of content knowledge with occasional significant misunderstandings. Critical and creative thinking is emergent. The student requires support to successfully complete familiar tasks.
2	<b>Marginal</b>	Below grade-level expectations. Frequent misunderstandings of content. The student requires support to successfully complete familiar tasks.
1	<b>Not Passing</b>	Significantly below grade-level expectations.



## IB MYP

The MYP adopts a marking scheme out of 7, as designated by and outlined in the IB document, “MYP: From Principles Into Practice”:

Mark	Boundary Guidelines	Descriptor
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.
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.
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.
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.
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.
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.
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.



## IB DP

The IB DP adopts a mark scheme of 1-7 based on descriptors as described in the IB publication DP Grade Descriptors for use from September 2014 that is to be considered an attachment to this policy.

WINS follow the IB DP indications and descriptors both for formative and for summative assessment.

The table below briefly summarized the grades used:

a) For all subjects:

	The IB Grading scale
Excellent	7
Very good	6
Good	5
Satisfactory	4
Mediocre	3
Poor	2
Very poor	1

b) For TOK and Extended Essay:

	The IB Grading scale
Excellent	A
Good	B
Satisfactory	C
Mediocre	D
Elementary	E
No grade	N



## **Policy Review**

The School Manager, the Academic Dean and the pedagogical leadership team (PYP/MYP/DP Coordinators) are in charge of the policy revision process.

The School Manager, the Academic Coordinator, the pedagogical leadership team, the community and personal project coordinators have drafted the policy on the basis of indications provided by IB documents. Teachers have participated in the production of the policies, according to their roles and responsibilities. The teaching staff has been asked to provide feedback on the draft, and the policy has been updated accordingly if necessary.

The policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Manager and Academic Dean will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac.

After revision of a Policy, parents are asked to acknowledge the new version.

New member of staff receive training at the beginning of their contract and are asked to acknowledge the current version of Policies and sign for acceptance.