**Spojená škola, Pankúchova 6, Bratislava**

Organizačné zložky: Gymnázium, Pankúchova 6, Bratislava

Základná škola, Pankúchova 6, Bratislava

# Assessment Policy

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# Mission Statement at Spojená škola, Pankúchova 6

*We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.*

IB Mission statement

**"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (from [www.ibo.org/](http://www.ibo.org/))**

**Philosophy**

Assessment plays a crucial role in supporting learning as well as in measuring learning. The Assessment Policy is a working document developed by the whole community at Spojená škola, Pankúchova 6, Bratislava including IB teachers, leadership staff, and administrators and supports student learning. According to the Standards and Practices of the IB, this document provides an overview of our school's beliefs and practices regarding the purpose and use of assessments. Our Assessment policy is based on the subject specific criteria published by the IBO and serves to provide clear expectations for teachers, families, students, staff, and administration regarding assessment policies and practices.

**What is assessment?**

According to the IB document Assessment Principles and Practice, *"assessment can mean any of the different ways in which student achievement can be gathered and evaluated"* Assessment is the gathering and analysis of information about student performance. It is an integral part of the planning, teaching, and learning process. It needs to support curricular goals and to encourage student learning. Assessment can include quizzes, extended practical work, projects, portfolios, presentations, laboratory experiments, essays, or research papers.

- Assessment is an ongoing process of gathering, analysing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking (Learning and Teaching, PYP).

**Characteristics of effective assessment**

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

## Purpose of Assessment

Assessment can be used for a variety of different purposes. The intended purpose for a given assessment will have a major impact on how it is designed. Traditionally, there have been two broad reasons for doing assessment: formative and summative.

## Formative Assessment:

The aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities. Types of assessment such as direct interaction, for example a discussion, between teacher and student are particularly helpful here. The intention of the teacher must be to set formative assessments that are at just the right level of challenge for the student, and to keep adjusting that level as the student progresses *(Assessment principles and practices, 2018).*

## Summative Assessment

In contrast, summative assessment focuses on measuring what the candidate can do, typically to demonstrate the completion of a training programme and/or readiness to progress to the next stage of education. Summative assessment wants to know whether students did the correct thing. While this may seem less useful than the why question, consider the different purpose

of summative assessment, which is to make a judgment about the candidate, not to inform future teaching. *(Assessment principles and practices, 2018).*

**Purpose of Assessment for Teachers**

Assessments should provide a tool for continuous improvement of the students' academic and personal development aiming at succeeding the full IB programme:

- to provide diagnostic feedback and motivate performance,
- to help set standards and evaluate progress,
- to determine the effectiveness of teaching,
- to guide curriculum development and review,
- to guide instructional practice.

**Purpose of Assessment for Students**

- to provide feedback and opportunity for reflexion,
- to measure students´ knowledge at various points in learning,
- to identify strengths and weaknesses in skill acquisition,
- to promote student ownership of learning,
- to promote self-advocacy.

**Purpose of Assessment for Parents**

- to monitor grades and assessments,
- to offer academic support outside of the classroom,
- to correspond purposefully with teachers, guidance counsellors, the IBC and administrators,
- to work with school personnel to best support the learning of their children.

**Principles of Assessment**

- tasks will be designed to respect the variety of learning styles,
- assessment will respect students´ diverse needs,
- assessment tasks will be rigorous, involving creative and critical thinking skills,
- command terms in the assessment tasks will be used clearly and consistently,
- assessment tasks will encourage interdisciplinary learning, transfer of skills and conceptual learning,

- students will work on their tasks on their own respecting the Academic Honesty Policy,

- students will receive an appropriate feedback on their performance on assessment tasks,

- there is a balance between formative and summative assessment.

**Assessment Tools and Strategies**

Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the process. The taught curriculum and the tools used to assess student performance and understanding emphasize important principles of international education as prescribed by the IB. These principles include the development of inquiring, knowledgeable and caring young people who create a better and more peaceful world through intercultural understanding and respect.

Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work.

*Holistic Rubrics*

Holistic rubrics provide an overall impression of a student's work, thus providing a single score/level for the finished product or performance. Holistic rubrics give a 'snapshot' or impact of overall performance to give a general impression of a piece of work.

*Analytic Rubrics*

Analytic rubrics are used when the assessment task is broken into defined dimensions or traits and each element is judged separately. Each element achieves a separate score/level. These are used for large projects and summative assessments as well as for analysing writing.

*Anecdotal notes*

These are written notes based upon observation of the student in any context (planned/not planned). Time needs to be allocated to compile, organise and analyse such notes.

*Continuums*

Continuums are a visual representation of developmental stages of learning. They indicate the progression of achievement and/or identify where a child is in a process.

*Benchmarks/Exemplars*

These are samples of individual students' work that serves as a baseline against which other samples of the student's work is judged. They can be used alongside rubrics or continuums.

*Tests*

Planned assessment task(s) where students respond to teacher directed questioning or instructions. The response may be written, oral, physical, illustrated etc.

*Performance Lists*

Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they meet the criteria.

- **Portfolios**

These are collections of children's works that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work. Portfolios should provide students with an opportunity to articulate their learning.

- **Planned observations**

All children are observed regularly, with the teacher taking notes on the individual, the group and the whole class. Observations include how groups work and the role of individual participants within the group.

- **Process focus**

Students' skills and developing understanding are observed in real contexts on a regular basis, using checklists, narrative notes, continuums, and inventories. The emphasis is on the process and skills application rather than the product.

- **Selected responses**

Single 'snapshot' samples of what students know or are able to do. These can be recorded in a notebook carried by the teacher to be formally documented at a later date.

- **Open-ended tasks**

Students are given a stimulus and asked to communicate an individual, original response. In this way the student's understanding and application can be individually assessed. No two students will have the same response!

- **Student Portfolios**

Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time. (See Student Portfolios Policy).

- **Performance Tasks**

This represents the type of challenges that adults face in the world beyond the classroom. It requires students to demonstrate their knowledge and skill to accomplish a goal or solve a problem. It therefore requires students to thoughtfully apply their knowledge, rather than recalling facts. The task should be open-ended, should develop a product or performance, have an identified purpose i.e. an audience, and it involves criteria, which have to be met.

**Evidence of Assessment**

There is a wide range of evidence that our school and teachers use when inquiring into student learning. Some evidence can be described through a quantifiable number. This is referred to as quantitative evidence or 'data'. Other evidence is less easy to quantify. This is referred to as qualitative evidence, as it describes a quality that can be difficult to represent in numbers. Both types of evidence are important to use at our school for decision making.

**Individual Student Report**

- Individual student reports are given twice a year. Half term report in January and at the end of the school year in June.
- Each report from programmes looks differently; they are described in each programme separately.
- The Coordinator of each programme is responsible for printing the paper copies. Teachers then organize the signature of the school principal and the school stamp.
- At the end of the school year teachers are responsible for making 2 copies of students' reports - one copy needs to be filed into student portfolios and another copy given to the school deputy principal who is responsible for filling them into the class documentation.
- Reports are given on a particular appointed day. In case the child is missing, the teacher leaves the report with the school administrator and parents collect the report directly from her.
- Teachers will inform parents about the lower final grade according to the programme (at least 1 – 2 months before the handing out reports).

- The reports are written in English.

**Students Portfolio**

**Student/Parent Communication**

- E-mail .
- School online application – Edupage.
- Teams (distance learning).
- Unit letters to parents.
- Parent's meeting (3times per year).
- Individual meetings at any time with teachers.
- Introduction IB to parents meeting.

# Primary Years Programme Practices of Assessment

All assessments are based on an understanding, shared between student and teacher, of what should be assessed and how. This should not remove challenge, but should support students, as they become independent learners.

Assessment is the reflection of students and teachers on how to best facilitate further progress. The following criteria for effective assessment are applicable to both formative and summative assessment.

Students are aware of what they are achieving in a particular piece of work. Teachers comment on each piece of work, they use different tools. Students are involved in the process of assessment, taking responsibility for the agency, developing the ability to be self-critical and setting personal learning targets.

Assessment is:

- Reflecting on skills applicable to the intended learning outcomes of the unit.
- Reflecting positive achievements.
- Help students to improve.
- It shows differentiation to allow students to demonstrate their learning.

Effective assessment encourages **students** to:

- Set goals for success.
- Be independent thinkers.
- Demonstrate understanding of material.
- Utilize a variety of learning styles.
- Be self-motivated.
- Develop good time management skills.
- Reflect on their strengths and on areas needing improvement.
- Be life-long learners.
- Be people of integrity (Academic Honesty Policy, Mercyhurst Prep Graduate Profile).
- Work to attain their personal best (MPS Community of Scholars Document).

Effective assessment encourages **teachers** to:

- Analyze assessment data to identify student needs.
- Provide for a variety of assessments, both formative and summative.

- Inform students about the results.

- Focus on student learning outcomes.

- Provide timely written and oral feedback with concrete and specific details.

- Make students aware of criteria required to produce a quality product.

- Apply criteria fairly and accurately.

- Guide students to improvement positively and constructively.

- Keep clear and detailed records.

- Clarify, model, and encourage academic integrity (Academic Integrity Policy).

- Inform parents about assessment via email or school system Eupage, face to face meeting 2 times per year.

- Put the assessment in the Students Portfolio.


Effective assessment allows **parents** to:
- Monitor grades and assessments.

- Offer academic support outside of the classroom.

- Correspond purposefully with teachers, guidance counsellors, the IBC and administrators.

- Work with school personnel to best support the learning of their children.

Parents reporting:
- Individual Student Reports - they are given twice a year – at the end of each semester (January and June).

- Student Led Conference - at the end of every semester.

- Individual meetings at any time with a teacher (teachers) Coordinator made by appointment to discuss student performance and progress.

- On-going communication: PYP unit letters to parents, online applications used also for communication with parents – i.e.Edupage, emails  School online application – Edupage.

Interactive workshops:
- Parent meetings in every PYP 1 class (PYP Program).

- Exhibition meeting - PYP 5.

- Introduction of programme to parents – periodically.

*Report cards:*

- All teachers are responsible for writing student reports twice a year for their own subject.
- Teachers should check their own reports for spelling and grammar mistakes.
- The PYP Coordinator is responsible for printing the paper copies.
- At the end of the school year teachers are responsible for making 1 copy of students' reports that goes into student portfolios.
- Reports are given on a particular appointed day. In case the child is missing, the teacher leaves the report with the school administrator and parents collect the report directly from them.
- Teachers will inform parents about the final grade lower than AE beforehand (during the face-to-face meeting).
- Teachers use positive statements as much as possible and place achievements in context.
- Teachers identify targets for future learning.
- Teachers will comment and assess the attributes and profiles.
- Teachers include descriptive comments in addition to quantitative assessment and refer to supporting evidence.

Teachers use following expectation for the commenting and reporting:

| ME *Meeting all expectations* | AE *Approaching expectations* | PE *Partially meeting expectations* | NE *Not meeting expectations* | NA *Not assessed* |
|---|---|---|---|---|
| The student regularly demonstrates proficiency in the majority of the expectations for his/her grade. | The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade. | The student's learning is partially at the expected level and there are more areas that require attention and support. The student has difficulties to grasp and apply key concepts, processes and skills for his/her grade. | The student is not meeting the expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade. | Not reported this term. |

# Middle Years Programme Practices of Assessment

"The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge." (MYP From Principles Into Practice, 2014)

> Subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At Spojená škola, Pankúchova 6 MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise. MYP assessment criteria are discussed in advance with all MYP teachers and then at the beginning of the academic year with the students. MYP assessment criteria are delivered to parents through the Student/Parent handbooks and in the first Parent-Teacher conference this academic year.

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects through the academic year, as appropriate to their needs.

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 |
| MYP projects | Investigating | Planning | Taking action | Reflecting |
| Interdisciplinary | Disciplinary grounding | Synthesizing and applying | Communicating | Reflecting |

**General Achievement Level Descriptors:**

All MYP subject groups have four assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make "best-fit" judgments about students' progress and achievement. (MYP From Principles Into Practice, p.82). It is important to note that the 0-8 scale does not align with the mathematically calculated percentage grade. For example, a Level 4 is NOT equivalent to a 50%.

MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like" (Further Guidance for Developing MYP Assessed Curriculum). Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. The student will receive zero for non-authentic or plagiarized work as a grade and he/she will be obliged to do the work again with the rules of Academic integrity in mind. ( see [Academic Integrity Policy](#) ).

**The process of standardization of student works´ assessment**

The process involves teachers meeting to come to a common understanding on the criteria, the achievement levels and how they are applied.

The process includes active collaboration and regular scheduled meetings designed for teachers to discuss their learners, to set up the common assessment, to design the Task specific rubrics, to share their thoughts on their students, and to manage differentiation in the classrooms. A well written rubrics will allow teachers and students to know where they are at. This process of standardization of assessment tools and scoring is ongoing among teachers. The process of standardization is reviewed by MYP Coordinator annually.

**Types of assessment**

**Pre-Assessment**
- Establish what students already know.
- Determine the pace of learning.
- Adjustment of complexity of objectives.

**Formative and Summative Assessment**

Teachers assess their students through formative and summative assessment and tasks that support a variety of learning styles and can be used to teach, learn and practice academic integrity. Students are expected to be principled and will complete all their summative and formative tasks with academic integrity. (see [Academic Integrity Policy](#) ) Types of assessment include:

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Verbal discussion/ Socratic seminar
- Individual and group work
- Open-ended tasks
- Labs
- Presentations using a variety of tools(Prezi, Powerpoint, Glogster) and in a variety of ways (oral, written, graphic)
- Process journals

Formative assessments will be ongoing throughout the programme using criteria related to the objectives.

**Summative Assessment**

Summative assessments are used as an evaluation of the individual student's achievement of objectives/ criteria and standards through an end-of-unit culminating project.

Summative assessment is:
- Designed and shared with students prior to teaching the MYP unit.

- Culminates the teaching and learning process.
- Students are provided with varying opportunities to demonstrate what they have learned and considers a variety of learning styles.

Examples of summative assessment

- Open-ended tasks: Students are presented with prompts that allow them to communicate through their own original responses. It can be in the form of a discussion, written, or oral presentation.
- Performance tasks: Students are given an opportunity to display their skills, knowledge and understanding through the objectives they have learned and relationships they have developed.
- Assessment Tasks: Summative assessments that are created for a particular unit and may appear in the form of either an open-ended task or performance task. Students will be scored on the MYP grading scale.

**Recording and Reporting**

During the 5 years of the MYP, Spojená škola, Pankúchov 6 communicates student achievement in each subject group to parents at regular intervals through Edupage, MYP portfolios and report cards. MYP reports convey the student's achievement level for each assessment criterion for each subject. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and is supported with advice for improvement, where applicable.

Spojená škola, Pankúchova 6, has a tendency to keep the parents informed. Teachers, MYP Coordinator or MYP Principal must inform parents when students´marks are less than grade 4 at any time during the semester.

To determine the semester grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. Spojená škola uses the MYP grade boundary guidelines to determine the semester/final grade on a scale of 1-7in each year of the MYP. **Passing mark is grade 4 and above and, following the National curriculum, if students  in MYP have grades 1-3 in one or two subjects, they have to repeat the summative assessment in the**

**subject/s. If students in MYP have grades 1-2 in 3 and more subjects, they have to repeat the academic year.**

General descriptors of achievement levels are listed in the table below. These are not subject specific, and each subject area uses separate levels and descriptors, which are available in the IB MYP subject guides.

| 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. |

Spojená škola, Pankúchova 6 uses report cards in which all teachers contribute assessment data from their subject, and attachment in which ATL skills are assessed.

The following terms are used for students and teachers to describe competence in the ATL strategies:

| ME<br>*Meeting all expectations* | AE<br>*Approaching expectations* | PE<br>*Partially meeting expectations* | NE<br>*Not meeting expectations* | NA<br>*Not assessed* |
|---|---|---|---|---|
| The student regularly demonstrates proficiency in the majority of the expectations for his/her grade. | The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade. | The student's learning is partially at the expected level and there are more areas that require attention and support. The student has difficulties to grasp and apply key concepts, processes and skills for his/her grade. | The student is not meeting the expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade. | Not reported this term. |

Report cards are used to communicate the overall results of assessed work and the progress students are making toward the objectives of the curriculum. Report cards are generated two times a year: in January and June.

**Combining Programme Assessment with State/National Requirements**

- All students must learn Slovak language as Language A or B ( see Language Policy).
- Students with SEN are provided by a certified psychologist at pedagogical-psychological centre (CPPPaP). These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the struggling learners. A psychological evaluation can lead to the process of student integration that can include:
  - implementation effective strategies for students with SEN
  - Individual Education Plan
  - an assistant:based on a CPPPaP recommendation the school may request an assistant, who may or may not be assigned by the Ministry of Education. Assignments and assessments are modified so that all students can access learning. (see Inclusion Policy)
- During the transition from the elementary school to the secondary school all students must take an admission process from the subjects: Mathematics, English ( see Admission Policy).
- Passing mark is grade 4 and above and, following the National curriculum, if students in MYP have grades 1-3 in one or two subjects, they have to repeat the summative assessment in the subject/s. If students in MYP have grades 1-2 in 3 and more subjects, they have to repeat the academic year.

**References**

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Programme standards and practices. Cardiff: International Baccalaureate Organisation, 2014 (updated 2016).

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