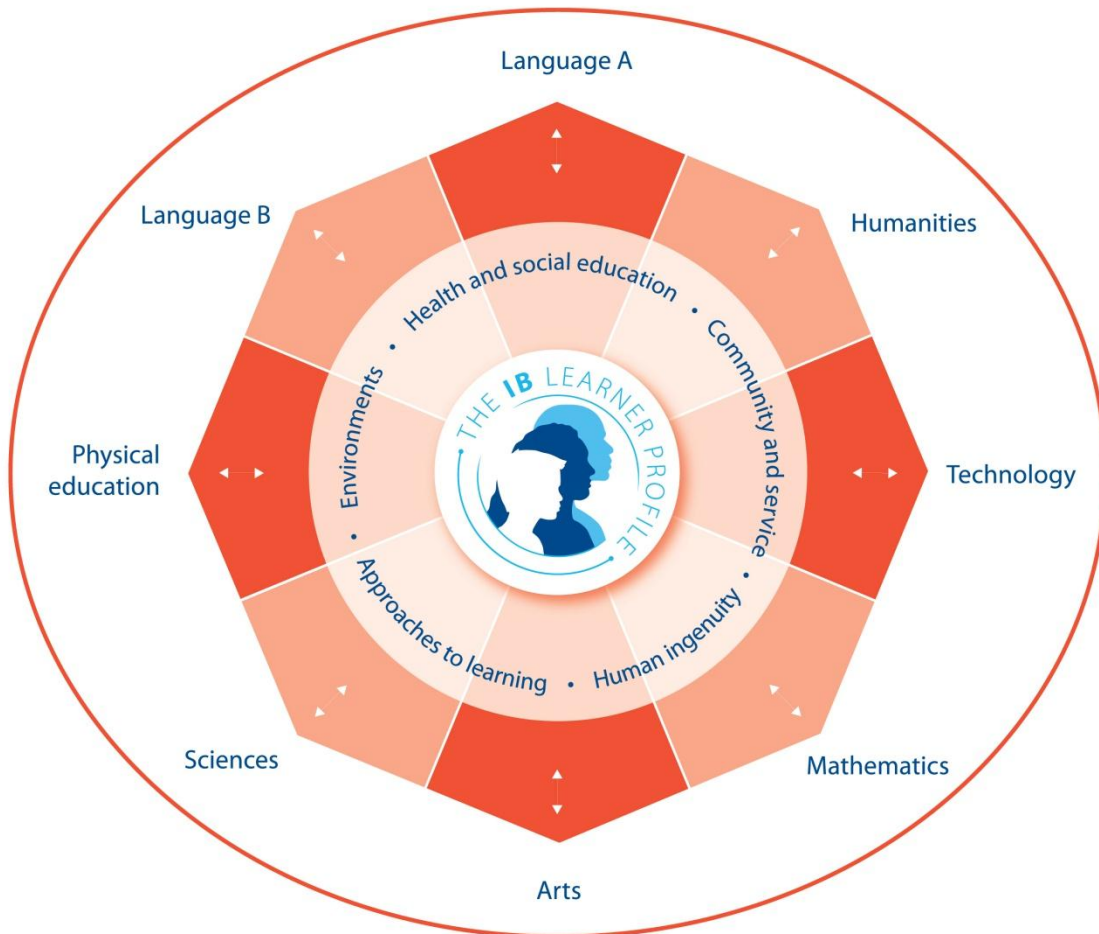




The ISB Middle Years Program Assessment Policy



(program model taken from the MYP Guide)

Reporting Student Assessment at ISB

While student assessment at the International School of Belgrade (ISB) is a continuous process, it is important to periodically report a student's academic progress to students and parents. This communication is conveyed informally through teacher / parent emails, progress reports and conversations, and formally each quarter with ISB Report Cards. ISB has developed its assessment policy according to the IB philosophy and principles.

IB General MYP Assessment Principles and Practices

- Assessment is integral to planning, teaching and learning
- Assessment is authentic, taking into account different learning styles, abilities and aptitudes
- Assessment is comprehensive, using a balanced range of strategies and methods, and both **formative and summative** approaches
- Assessment provides students with regular and prompt feedback to inform and improve their learning
- Assessment data is analyzed to provide information about the individual needs of students, enabling teachers to identify individual strengths as well as weaknesses
- Assessment activities involve students in both peer and self-assessment
- The levels of students' current knowledge and experience are assessed before the introduction of new learning
- The assessment process allows meaningful reporting to parents about student progress
- **Assessment is an on-going process designed to address the MYP objectives in each subject groups and the personal project, according to the criterion-referenced approach**
- **In the MYP years 6-9, the school uses modified version of the IB published assessment criteria**

ISB Progress Reports:

- Progress reports are issued four times a year, in the middle of each quarter. They are issued to students whose academic achievements or/and Approaches to Learning skills include an area(s) of concern, and may additionally include an invitation for an extra parent-teacher conference.
- Additional progress reports might be issued to students, if the need arises.

ISB Quarter Reports:

- Report cards are issued to parents electronically (or in hard copy upon special request) at the end of each quarter. Report cards for quarters 1 and 3 are followed by Parent-Teacher Conferences and students are invited to attend. Quarters 2 and 4 report cards include extensive, individualized comments for each student and each subject group. When writing comments teachers will bear in mind the **IB Learner Profile** attributes regarding the student progress. Additionally, quarter 2 and 4 report cards include semester 1 and 2 grades, respectively. MYP years 4 and 5 (ISB grades 9 and 10) have a Semester 1 exam in December, and a Semester 2 / end of year exam in June that are also incorporated in the students' report cards.

ISB Homework Policy:

- Teachers at ISB assign homework to their students. Homework assignments differ whether they are assigned for **formative purposes** (during the learning process with practice as the purpose), or for **summative purposes** (extended writing; project, presentation, etc). Late or missed formative homework will be acknowledged in the Approaches to Learning mark, and will not reflect on the student's Level of Achievement / grade. In contrast, missed homework assigned for summative purposes will be awarded a 0 in the Level of Achievement subject specific criteria, and will affect the overall student achievement grade at the end of quarter. The table below shows the descriptor that will be applied to missed assignments.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.

Conversion of the levels of achievements into the MYP 1-7 grade at the end of each semester

ISB is an IB World School and offers all three IBO Programs. In the latter two programs (MYP and DP) the overall academic grades are given with a number from 1-7. Descriptors are shown below for each level of achievement. In the final report card, at the end of the MYP, each Grade 10 student receives a summative MYP grade on all criteria in each course. These grades are based on *summative assessment* that describes the student's *performance* at the end of each semester. This is complemented by the programs special emphasis on *formative assessment* during the different stages of the learning process that measures the *progress* of the student. Students are also involved in formative self-assessment through reflection on their own learning.

Grade	Descriptor
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and <u>always</u> produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Minimal achievement in terms of the objectives.

Middle Years Program: Subject Specific Criteria (SSC)

The SSC provide more specific assessment details. Each subject area has several criteria that are used to further communicate a student's achievement. Not all criteria are evaluated every quarter, and it is natural to have levels of achievement empty on the report card. All levels of achievement will be assessed by the end of semesters 1 and 2, and will all be reported and converted into the 1-7 grade scale.

Semester Comments

First Semester Comments provide feedback to students and parents regarding the students' progress, achievement and further growth. These comments provide guidance for growth and further improvements; they are not intended to be included in student transcripts as indicators of achievement. Comments at the end of the year are shorter summative statements to note successful completion of the year.

MYP Personal Project

The Personal Project is a culmination of the student's MYP experience, especially in the Areas of Interaction. It may take the form of a research essay, constructed object, artistic production, investigation or presentation. This project is excellent preparation for the rigor of the Diploma Program's Extended Essay. The evaluation is assessed on the criteria shown below with the subsequent grade boundaries.

Subject Specific Criteria	Level of Achievement
Use of process journal	0-4
Define the goal	0 – 4
Select sources	0 – 4
Apply information	0 – 4
Achieve the goal	0 – 4
Reflect of learning	0 - 4
Report the project	0 – 4
Total	0-28

Level of Achievement	Grade Boundaries
1	0 – 5
2	6 - 9
3	10 - 13
4	14 - 16
5	17 - 21
6	22 - 24
7	25 - 28

• ISB Academic Honesty Policy:

International School of Belgrade recognizes and fully supports the Academic Honesty.

- An MYP year 1-3 student not respecting these principles will be treated under the *category two offenses* from the “*Discipline Safety Net*”. Repeated violations of these principles could move the student under the *category three offenses*.
- An MYP year 4-5 student not respecting these principles will be treated under the *category three offenses* from the “*Discipline Safety Net*”.

(From the “Introduction” of Writing with Sources – A Guide for Harvard Students)

A message to all students:

Acknowledging or documenting your sources, by citing, not only marks you as a fair and generous person, but it also makes your argument stronger. You cite a source by making a notation, in your paper that refers your reader to a place where you provide publication data for the source, which allows your readers to find in it what you have found. Citing sources both protects and bolsters your argument. Your citation says to a reader: “Here is where I found this idea, these words, of this information. Here you can verify the summary of the idea I am giving you or find the context for the words I have quoted – in case you wish to check on them or pursue the matter yourself.” And it often says, “this person deserves the credit for these thoughts or words; I hereby acknowledge my indebtedness.” But it also says, “this learned scholar has found this to be so; it’s not just my idiosyncratic opinion or blithe assumption.” Acknowledging your sources is therefore at once an obligation, a service, and an advantage. (italics and emphasis added)¹

Definition of Plagiarism:

In an instructional setting, plagiarism occurs when a student deliberately uses someone else’s language, ideas or other original (not common knowledge) material without acknowledging its source.

Defining and avoiding plagiarism: (such discussions conflate plagiarism and misuse of sources)

¹ Harvey, Gordon. Writing with Sources: A Guide for Harvard Students. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 1995.

“ISB is collaborative learning community that inspires and empowers its members to discover their passions to be global innovators”

- Submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source;
- Carelessly or inadequately citing ideas and words borrowed from another source

A student who attempts to identify and credit his/her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Students are not guilty of plagiarism when they try in good faith to acknowledge others' work, but fail to do so accurately or fully. Those failures are largely the result of failures in prior teaching and learning. Students will make mistakes as they learn how to integrate others' words or ideas into their own work because error is a natural part of learning.

(From the Council of Writing Program Administrators – <http://www.wpcouncil.org>)