Assessment Policy

Written collaboratively by SdIS staff

Shared with the school community through the school website and workshops with parents at the beginning of the school year.

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Contents

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Vision

To provide a unique and culturally diverse educational experience to the local and expat community in the greater Sandnes area. We aim for our students to be kind, caring, and respectful young people who, by practicing resiliency and a growth mindset, thrive in meeting their individual learning needs and goals. We strive to develop confident global citizens who will be prepared to meet the needs and challenges of the future and help make the world a better place for everyone.

Mission

Sandnes International School contributes to making the world better by providing its students with a holistic international education. To this end, students are encouraged to take meaningful action and lead change in a safe and positive learning environment. Every individual learner's needs are supported, their differences are respected and their unique qualities are valued and nurtured.

Values

Be Safe	Be Kind	Be Responsible	Be Respectful
Prioritize safety in all actions and decisions.	Show compassion and empathy towards others.	Take ownership of your actions and their consequences.	Treat others with dignity and consideration.

Rationale / Purpose for the Policy

The IB Learner Profile is embedded in the mission of Sandnes International School and is the heart of our Programmes of Inquiry. The Learner Profile and the Approaches to Learning are the foundation of this policy. As an IBO World School, SDIS´s policies promoting Assessment and Reporting closely follow the IB Publications, MYP: From Principles into Practice (2022), PYP: From Principles into Practice - Learning and Teaching (2024)

In developing and enforcing this policy the Learner Profile is directly linked. We encourage our students to be:

● **Knowledgeable** - who explores and develops knowledge within assessment parameters that have local and global significance

● **Thinkers** - who apply thinking skills to recognise complex problems and utilise strategies to resolve them in line with the assessment objectives

● **Open-minded** - who seek and evaluate a range of points of view, and we are willing to grow from the assessment experience

● **Risk-taker** - who demonstrate a willingness to engage in new assessment strategies to express learning and develop new skills

● **Reflective** - who thoughtfully consider assessment feedback provided during the learning process. They consider the strengths and weaknesses in order to enhance learning and personal development

● **Communicator** - who communicate effectively and willingly in collaboration with peers, teachers and other members of their learning community to assess progress, goal and achievement.

● **Principled** - who act with integrity and honesty when assessing themselves and others and take responsibility for their own learning when receive and give feedback

In developing and enforcing this policy Approaches to Learning are directly linked. We encourage our students to develop the following:

● **Self-Management** - set goals that are challenging and realistic, plan strategies and take action to achieve personal and academic goals, manage state of mind, identify strengths and weaknesses and flexible use of learning strategies

● **Social** - make fair and equitable decisions, help others to succeed

● **Communication** - give and receive meaningful feedback, negotiate ideas and knowledge with peers and teachers

● **Thinking** - apply skills and knowledge in unfamiliar situations, revise understanding based on new information and evidence

● **Research** - seek a range of perspectives from multiple and varied sources for assessments, (ensures sources used are cited in line with the Academic Integrity policy)

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Philosophy

At Sandnes International School (SDIS) assessment is integral to the learning process. The different phases of the assessment process seek to facilitate the acquisition of knowledge, conceptual understanding, mastering of skills, development of academic attitudes, along with ability to make choices translating learning into action. Assessment defines what students know, understand, can do, and articulate at different stages in the learning process. Reporting and communication processes are used to gather, analyse, and communicate information related to student performance to the relevant members of the school community. This allows students and teachers to set specific goals to base future curriculum planning and practice.

At SDIS, we further believe that the communication of assessment through accurate and timely information with those who are involved in the lives of students will further support and deepen learning. Communicating appropriate information about student learning to internal and external stakeholders can be evident in both.

This policy is intended to provide transparency, consistency, and understanding of our assessment practices across the school and establish essential agreements to support this.

The assessment of the students' development and learning is an essential component of the curriculum and helps to inform continued development as well as learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

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.

- Assessment FOR learning, Assessment OF learning and Assessment AS learning (Clark 2012; Earl 2012)

At Sandnes International School, the classroom employs a range of assessments, which demonstrate student achievements.

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Essential Agreements for Assessments - PYP

In the PYP	What does this look like?
The significant content identified by the school (Program of Inquiry) supports the outcomes of students becoming internationally minded.	● Once identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning. (Agency)
Criteria must be known to students	● The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.
Assessing individual learning potential using the attributes of the Learner Profile and ATL skills Measuring demonstration of learning using our Continuum for Learning Teachers use a variety of assessment strategies and tools to collect information and evaluate student progress throughout the year. The primary means of assessment is formative and authentic, relying on actual student work, comparisons of growth over time and guided student reflections.	● Rubrics, self-reflections, rating scales, peer edits/feedback, teacher feedback both orally and written, portfolio, interviews, documentation ● The students' learning outcomes are correlated with phases of the learning continuum in our scope and sequence documents ● Regular feedback / feedforward during the work process in the form of formative assessments ● Rubrics, self-reflections, peer edits/feedback, teacher feedback / feedforward both orally and written
Attendance requirements in line with Norwegian Regulations (See Appendix B)	● Contact teacher takes attendance daily

Essential Agreements for Assessment - MYP

In the MYP	What does this look like?
Assessments are integral to the learning process	- Regular feedback during the work process in the form of formative assessments, (one documented in the learning platform). - These are designed to support the learning outcomes of summative assessment (i.e. culminating task using criteria) - All summative assessments will be posted on the learning platform, no less than 10 days before the due date. Unless mutually agreed with the students.
Assessments are aligned with subject group objectives using criteria	- Rubrics based on IBO published strands and objectives per published subject guides - Task specific rubrics are developed including differentiated rubrics when required
Assessment practices use MYP criteria and focuses on achievement levels	- Teacher assesses students level of achievement using task specific rubrics - Align the student work in relation to the rubric descriptors - When determining overall levels of achievement for school reporting, the *best fit (see glossary) is utilized
Assessments gather 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	A range of assessment tasks are implemented to allow students to demonstrate their level of achievement to ensure a well rounded approach to record accurately. For example, this may include but is not limited to formative assessments, using new and emerging technologies, experiential learning, service as action, student portfolios, reflections, essays, debates, formal exams (Where levels of achievement are clearly outlined) group/individual performances etc..
Assessments are appropriate to the age group and reflect the development of the students within the subject Assessments provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge)	- Objectives align with year level according to the IBO subject guides, students receive tasks and rubrics which correlate to published interim objectives as specified for each MYP year level/subject or language phases (i.e. Language and Acquisition classes) as applicable. At SDIS we use the Yr 1 interim objectives for MYP2, Yr 3 interim objectives for MYP3 and Yr 5 objectives for MYP4 & MYP5. - Tasks are designed to mirror real world applications wherever applicable with transferable skills in which students demonstrate learning (see Appendix C) - For example, tasks should be generally transferable out of the classroom and are demonstrated or seen/felt in the school community, for example creating a museum visit to share a deeper understanding of a time in history.
Attendance requirements in line with Norwegian Regulations (See Appendix B)	- Office Manager checks attendance daily - Contact Teachers monitor the attendance periodically - Subject teachers take lesson attendance

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How we collect data about student learning

PYP	MYP
Planning ● UOI plans on the learning platform ● Vertical and Horizontal planning ● Use of analytics in the platform (i.e. summary reporting) ● Record of Student Data e.g. journals, exercises, work in general	Planning ● UOI plans on the learning platform ● Vertical and Horizontal planning ● Use of analytics on the learning platform (i.e. summary reporting) ● Record of Student Data e.g. journals, exercises, work in general
Reflections ● Unit reflections before, during and after a unit is finished (recorded in unit planning)	Reflections ● Unit reflections before, during and after a unit is finished (recorded in unit planning)
Student School Environment ● 3 way conferences conducted 3 times a year with analysis and targets recorded ● Student Well Being Team meetings ● Record attendance (Appendix B) ● Individual teacher records ● Student log ● Student led conferences ● Udir student survey	Student School Environment / Behavioural ● Student School Environment interviews conducted twice a year, year level targets are defined and agreed on by MYP teacher cohort in collaborative planning sessions ● Student Log used to monitor behaviors throughout the day. ● Weekly team meetings to identify, create appropriate strategy and discuss progress ● Individual teacher records (Can be notes, emails and or logs, including ATL progress) ● Official letter sent by and MYP Teacher (Appendix D) ● Student Well Being Team meetings ● Record of attendance for each day and lesson (Appendix B)
Formative Assessments ●Formative assessments are ongoing throughout units of inquiry. It provides an opportunity to document the process of learning. Teachers will provide feedback/feedback. ●Student journal entries with goal setting and reflections ●Ongoing records kept by teachers, including Learner Profile and ATL development	Formative Assessments ● Formative assessments with comments on the learning platform. Comments should include: What did the student do well?; How can they improve? (At least 1 formative assessment per unit) ● Anecdotal records kept by teachers, including focus ATLs and homework ● Student Portfolios, which include student subject goal setting and reflections supporting the portfolio requirements
Summative assessments ●When conducted, assessments are recorded in the learning platform with comments ●Task must reflect the central idea	Summative assessments ● Concluding unit assessment recorded in the learning platform with achievement levels and comments. ● Task must reflect the statement of inquiry ● Record of Student Data ● Official Letter used by all teachers (Appendix D) ● A summative assessment task from each subject for each year level is standardised by colleagues (Appendix E)

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Inclusion (in line with Inclusion policy) ●IEP targets identified and incorporated in appropriate unit planning ● Record of differentiation for learners in unit planning ●IEP progress commented on formal reports ●Student Well-being Team meeting notes ●Team meeting notes	Inclusion (in line with Inclusion policy) ● IEP targets identified and incorporated in appropriate unit planning ● Record of differentiation for learners in unit planning ● IEP progress commented on formal reports ● Student Well Being team meeting notes ● MYP Team meeting notes
Standardised assessments ● National tests for PYP5 in September every year ● PYP 3- 6 participate in ISA testing every year in May ●Kartleggingsprøver ●Data used to provide feedback on the breadth of the curriculum in numeracy and literacy ●Map student learning over progressive years	Standardised assessments ● National tests for MYP3 & 4 in September every year ● MYP2 -5 participate in ISA testing in May every year ● Data used to provide feedback on the breadth of the school's curriculum in both numeracy and literacy ● Map student learning over progressive years
Student portfolios could include: ● Evidence of student learning ● Success Criteria ● Rubrics ● Peer feedback ● Student Self-Reflection ● Teacher Comments	Student portfolios should include: ● Student's selected work ● Teacher's comments ● Peer feedback ● Student's Self-Reflection ● Evidence of student learning

Our school uses data from these assessments to inform/support:

- Communication with students and caregivers
- Teaching and learning
- Our IB Academic Integrity
- Our IB Language Policy
- Our Code of Conduct
- Inclusive education as outlined in our IB Inclusion policy
- The School Environment plan

How we communicate information about Assessment

Whole School	What does this look like?
Feedback /Feedforward on student work	**PYP:** ● Regular feedback/feedforward in written form and recorded (using digital portfolios or on student work) during the work process in the form of formative assessments ● Comments related to student work are expected to focus on learning objectives with regards to positives and potential areas for improvement when applicable **MYP:** ● Expect a minimum of 1 formative and 1 summative task recorded on the learning platform per unit of inquiry (must include task sheet see Appendix C) ● Comments in students books connected to the learning objectives ● Record results of assessed work on the learning platform no later than 2 weeks* after due date ● Comments related to student work are expected to focus on learning objectives with regards to positives and potential areas for improvement when applicable

Update the learning platform regularly	**PYP:**
	Send out weekly newsletter and homework through the learning platform
	MYP:
	● Teachers to check calendar regularly before adding homework or assessments to help manage student workload across year levels
	● Post Homework/Assessment tasks on the learning platform using the agreed conventions below:
	    ● *In class assessment/subject name/title of task*
	    ● *HOMEWORK/subject name/ title of task*

3 way conferences / School Environment conferences	**PYP:** ● Focus on social / school environment ● Collect data through surveys, collaboratively set goals (See Appendix A) during parent /teacher /student conference, collect results **MYP:** ● Collect data through surveys, collaboratively set individual goals during parent/teacher/student conferences. ● Teachers review data and set agreed goals for the class to focus on. ● Send letter for inconsistent attendance (see Appendix D)
Report Cards / Unit Summary	**PYP:** Provides a unit progress summary at the end of each unit. End of Unit Of Inquiry (UOI) Summative Assessment and Reflection is completed and added to Toddle portfolio as well as paper portfolio. **MYP:** Produces semester reports twice a year that can include comments and academic progress as outlined below in awarding semester grades. (See Appendix F)
Student Led Conferences	Annual conferences near the end of the year provide students with an opportunity to share their learning portfolio and set goals for the following year. **PYP:** Focuses on Learner Profile and Approaches to Learning. **MYP:** Focuses on learner profile, Approaches to learning, and that all subjects are represented. Can be electronic and in a hard copy folder or represented as work in a classroom.

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Reporting

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves caregivers, students, and teachers as partners and is honest, comprehensive and understandable to all parties. We consider this a crucial component of the home/school partnership.

Primary Years Programme (PYP)

The purpose of reporting on assessment is to inform learning and teaching. Assessment is an ongoing process of gathering, analyzing, 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 assess and reflect on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

At SDIS, there are no year-level expectations with a series of achievement standards. No one is at, on, above or below expectations for a specific year level. Every student is simply at the level of development defined by what learning is developmentally appropriate for them. The school's learning continuum is organized into phases of development. Learning is a developmental process and the phases the learner passes through are not always linear or age-related. Teachers identify learning outcomes students demonstrate in their Phase of Development. Learning goals are identified for students to continue developing.

The goal of the PYP is to provide students and caregivers with meaningful and current assessment feedback, with opportunities for students to self-assess, self-adjust and set individual learning goals. Throughout the school day, students in the PYP receive feedback that will feed-forward to their learning in a variety of ways (oral, written, self-assessments, rubrics, peer assessments, etc.). Using our learning platform, Toddle, teachers and students provide families with an insight into the student's development. Families can see current examples of work their child has completed, with continuous feedback and feed-forward from his/her teacher. This includes ongoing documentation on the process of learning throughout each unit of inquiry (formative assessments).

Middle Years Programme (MYP)

Teachers in the MYP use established assessment criteria as detailed in subject guides for particular disciplines to help guide professional judgments. These published criteria ensure assessment is transparent as teachers use descriptors to identify student achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a 'best fit' approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically" (MYP: From Principles into Practice, 2023). In line with the school's Inclusion Policy, teachers can adapt tasks to allow student participation and achievement. Each subject in the MYP uses 4 subject-specific criteria aligned to particular MYP year levels in which a final level of achievement is awarded for each criterion. Once the overall level of achievement level is determined, it is then applied to published grade boundaries to determine semester grades. These grades range from 0-7. A grade conversion is applied, which correlates with grades given locally in Sandnes (see Appendix F).

At least one measure of each criterion per subject group is considered during reporting periods when determining levels of achievement, which are then applied to the grade boundaries to establish semester grades. If a student has not been awarded an achievement level for any of the 4 criteria, regardless of reason, an overall level of achievement (i.e. semester grade) cannot be awarded. This will be indicated on the report card. Semester grades should utilise all assessments and levels of achievement for each criterion. This is used to accurately reflect how the student is achieving at the time of the reporting. Teachers will apply 'best fit' when selecting the achievement level for each criterion, not averages.

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Service as Action is an expected component of the Middle Years Program. This is assessed using a school-developed rubric (see Appendix G). Service as Action can be derived from any of the subjects or be initiated according to community needs. These are monitored throughout the school year and students are given guidance and support to complete this by a designated teacher.

The Norwegian grades for Tardiness and Behaviour are also applied in line with § 3-5 of the Norwegian Education Act. All students are considered excellent unless caregivers have been informed otherwise. Teachers need to formally notify caregivers in writing using the letter templates (Appendix D) if students are at risk of going down a grade.

Student-Led Conferences

An integral part of our in both PYP and MYP assessment practices includes Student-Led Conferences. At SDIS, student digital portfolios will be part of the Process Portfolios which show a student's learning journey.

Our aim for the Process Portfolio is to:

- Celebrate the child and their journey through the academic year
- Enable the child's voice and choice
- Give the children a sense of ownership of their learning
- Give the children space to reflect on their learning
- Provide a place for the children to monitor and record their progress
- Show the progressive development of their ATL skills and Learner Profile
- Showcase evidence of their learning and conceptual understanding over time

Internal Standardization

Primary Years Programme (PYP)

Standardization in the PYP is implemented to build a shared understanding of the phases of development. Teachers collaborate to standardize work samples according to developmental phases twice a year. This process leads to discussions that provide opportunities for teacher discrepancies to be aired and discussed to help arrive at final standardization. Each student has an assessment portfolio that tracks their progress through the school.

Middle Years Programme (MYP)

Standardization in the MYP is implemented to help build a shared understanding of MYP Criteria. Each teacher's role is to oversee the standardization process using the standardization template (see Appendix E). This person should also be responsible for collecting samples of student work and guiding the group of teachers through discussions. Standardization should be completed in each year level of the MYP before final levels of achievement are determined for a minimum of one criterion in the fall and spring semesters. This process leads to discussions that provide opportunities for teacher grading discrepancies to be aired and discussed to help arrive at final standardized grades.

Work Submission

Expectations of student work submitted in each level of the school.

PYP 1-6	● Assessments are generally conducted at school ● Assessments are differentiated according to student needs ● Independent Study Agreements are put in place when students are absent for extended periods ● Teachers communicate directly with caregivers regarding late work or missing assignments
MYP 2-5	● All assessments to be delivered on the due date ● If not delivered, students will be spoken to by the respective teacher and caregivers informed with an email, requesting them to support them with their time management ● If not delivered within 2 weeks* of the original due date and no student initiated communication has occurred with the respective teacher, work will not be marked by the teacher ● All assessments that are not submitted require a teacher to submit a formal warning letter. (Appendix D) ● Labeling for electronic files MUST HAVE: Name, Title of Assignment, Subject, Year Level *2 weeks = 10 working days*

What we expect from our Community members

Staff	Parents/Caregivers	Students
● Prepare tasks in line with this policy ● Support students in their continuous development ● Promptly respond to inquiries ● Share feedback as required.	● Attend meetings ● Attend workshops ● Communicate attendance through the learning platform ● Look at information shared on the learning platform ● Engage with student learning through the learning platform ● Regular discussions with your child about their learning ● Know and support your child's learning and social goals	● Set goals ● Be reflective of your learning and goals ● Engage in continuous improvement

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How to contest/appeal

According to "Forskrift til Opplæringsloven" §5-12 of the education act, you have the right to contest a decision documented in an annual assessment report. To do this you must submit a signed, written letter to the school.

The letter can be written by:

- The student and signed by their parents

- Only the parents

- Only the students

The school will indicate a deadline for this letter to received. It will be processed by the school who must send this to the Rogaland Statsforvalteren (Rogaland's County Governor) for processing. In all instances we encourage our school community to first speak with the teacher before submitting a written letter.

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Glossary of Terms

Best fit - Achievement levels for each of the assessment criteria will reflect your best-fit judgment of a student's summative performance at the end of the term. Using the progress chart, you can carefully consider several points that the IB recommends paying attention to:

- patterns in the data, such as an increasing level of performance

- anomalous or unexpected achievement levels

- other influencing factors

External assessment - refers to student work that is assessed externally. This can include and is not limited to national exams, MYP Personal Project, IBO Monitoring of Assessment and MYP e-assessments. External assessments help to further validate assessment practices through feedback which teachers use to further improve curriculum development helping guide teaching and learning.

Formative assessment - "aims to promote learning by giving regular and frequent feedback" to students. Teachers use formative assessment to assist in planning the next stages in learning. (Making the PYP happen: A curriculum framework for international primary education, 45)

Internal assessment - includes tasks developed by teachers which relies on assessing work using the teacher's professional judgement when deciding the achievement level of individual student work. "Internal formative and summative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback" (MYP: From Principles into Practice, 79).

Standardization - the process in which teachers internally standardize assessments in order to make consistent, reliable and valid assessment judgements. The specific protocol use in the MYP is detailed in Appendix E.

Summative Assessment - aims to provide students and teachers with an informative view of student understanding related to learning outcomes as part of culminating tasks. "It informs and improves student learning and the teaching process" (Making the PYP happen: A curriculum framework for international primary education, 45).

Objectives - learning outcomes set by the IB that are subject specific (Further guidance for developing MYP assessed curriculum, 5).

Criteria - means used to assess learning objectives set by the IB through formative and summative assessment tasks (task specific) (Further guidance for developing MYP assessed curriculum, 5).

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References/Acknowledgements

- Making the PYP happen: A curriculum framework for international primary education IBO (2009)

- PYP: From Principles into Practice, Assessment (2018)

- MYP: From Principals into Practice 2022

Appendix A: 3 way Conference Goal Setting

Goal Setting   Goal Number ____

Name_____   Class_____   date_____

My Goal: I want to get better at...
How I will know I have reached my goal: I will be able to...
How? The steps I will take to reach my goal.
Who will help me.
Student signature: _____   Parent Signature:_____   Teacher signature:_____

May, 2021 SLC for PYP 1 and 2, Done at home Week of June 7, 2021

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Appendix B - Attendance Protocol

Attendance Categories:
Attendance must be taken at the beginning of every day for the whole school and the beginning of every lesson in MYP.

Absent (A)	● Student is absent ● Student has an approved study leave from the principal (caregivers need to apply for this to be removed from the report) ● Student has missed 20 minutes or more of the lesson without a note (Teacher must send email to office so caregivers can be contacted by office for clarification) ● Student has missed more than 20 minutes of the lesson and has a note. (Teacher must make a note of time in attendance)
Present (P)	● Student is present for lesson or contact teacher attendance in the morning ● Student has come to class late with a note explaining why (Only when it is within the first 20 minutes of the lesson. Teacher must note the time in attendance)
Late (L)	● Student comes in 1 minutes after the lesson has started and has no note.
Excused (EA)	● Student is working on another project in school that is pre-planned and approved (eg Personal Project, Exhibition) ● Student is attending a recognised course (ie student council courses in the Kommune)

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Appendix C - MYP GRASPS Task Sheet Template

G – Real-world GOAL (Provide a statement of the task. Establish the goal, problem, challenge or obstacle in the task.)

R – Real-world ROLE (Define the role of the students in the task. State the job of the students for the task.)

A – Real-world AUDIENCE (Identify the target audience within the context of the scenario. Example audiences might include a client or a committee.)

S – Real-world SITUATION (Set the context of the scenario. Explain the situation.)

P – Real-world PRODUCTS or PERFORMANCES (Clarify what the students will create and WHY they will create it.)

S – STANDARDS (Provide students specific standards for success including applicable ATLs. Provide rubrics to the students and unpack them with the students.)

Sentence Starters to reference

Goal: Your task is ……..; Your goal is to ………; The problem or challenge is ……… ; The obstacle to overcome is …….. ;

Role: You are ………; You have been asked to ……. ; Your job is …….. ;

Audience: Your clients are ……… ; Your target audience is ………. ; You need to convince ………. ;

Situation: The context you find yourself in is …….; The challenge involves dealing with …….

Product, Performance, & Purpose: You will create a …………. in order to ………. ; You need to develop ………… so that ……….

Standards & Criteria for Success: Your work will be assessed by ……….; A successful result will …….. .

Appendix D - Letter Template

Date-

Classroom Behaviour Notification / Absence and/or Tardiness Notification

Dear caregivers of _____

Due to incidents listed below, _____ is in danger of going down a grade in Behaviour/Tardiness. Please note that this is a warning, and is being sent so that _____ has the opportunity to improve.

Our concerns are based on the following concerns:

Behaviour Concerns	Absence and/or Tardiness Concerns
☐ No inside shoes ☐ Not putting mobile phone in the locker ☐ Coming to lessons unprepared ☐ Not following classroom routines/expectations ☐ Interrupting learning Other -	☐ _____ days of recorded absences without any notification on Toddle ☐ Late work submission ☐ Not submitting work ☐ _____ incident of late arrival to school and or lessons ☐ Not coming with a charged computer for the day Other-

All the teachers in MYP are supporting _____ to meet the requirements of the class and they have been made aware of these concerns. We expect them to improve.

We request that you discuss these needs and concerns with your student and support them in meeting the school program expectations. We encourage you to contact us with any specific concerns that you may have.

Sincerely,

Teacher name   Teacher Signature

The grade given for Behavior and Tardiness is based on § 3-5 in the Norwegian Education Act. The assessment of the students' Tardiness and Behavior is held separate from their academic performance. The student's Behavior grade is evaluated on how well they are able to adhere to the school's code of conduct; for instance how they treat their peers and staff. The decision is normally based on general behavior, not on single incidents. However, in extreme cases, exceptions could be made. The students' Tardiness level is based on their ability to meet on time, to what degree they meet prepared for the lessons and completing homework. Absences can in some cases lead to a reduced grade in Behavior

Appendix E - MYP Standardisation Protocol

Objectives:
- To select a suitable piece of work for standardization
- To determine if sufficient information is provided for the task and is it easily understood
- To determine whether the work is suitable for the identified subject and year group
- To determine if the rubric relates specifically to the task (task-specific)
- To determine whether or not the work is suitable for the criteria selected to assess it
- To determine the best level for each criterion assessed
- To identify what would be expected if the work were to reach the next level of achievement

Selecting suitable tasks
- Use only complete samples of work
- Lower, Middle and Top samples
- May have two samples at the same level for comparison if you would like some clarity about your decision. This will allow more in-depth discussion

How to view the tasks/unit of work

Read through the background information provided by the teacher first. Make notes about any aspects of assessment that you are not sure about using the questions below as a guide.
- Does the summative task link clearly to the Statement of Inquiry
- Is there sufficient information provided for the task and is it easily understood
- Is the work suitable for the identified subject and year group
- Does the rubric relate specifically to the task (i.e. task-specific)
- Is the task suitable for ALL the criteria selected to assess it
- Is the best level for each criterion awarded
- Coherence between the plan and the impact in relation to the SOI

Arriving at a judgment

- Start at the lowest level descriptor and read through them in order until you find a level descriptor that does not fit with the work you are viewing. This work belongs in the band level below this. For example, if the work can be described using the 1-2 band level descriptor, then move on to reading the 3-4 band level descriptor if it also fits here then move on to the 5-6 and so on. If the work does NOT fit the 3-4 band level descriptor then it belongs in the 1-2 band level.

- Once you have arrived at the band level descriptor you next have to work out the level. You need to use evidence from the student's work to decide whether it is just making it into this band level or is almost good enough to reach the next level. This will help you decide whether the work should achieve a higher or lower level for the band selected.

Subject - Year level -			
Date of Standardisation -			

Criterion	Level of Achievement	This work achieved this level because…	To reach the next level I would expect to see…
A	i)		
	ii)		
	iii)		
	iv)		
B	i)		
	ii)		
	iii)		
	iv)		
C	i)		
	ii)		
	iii)		
	iv)		
D	i)		
	ii)		
	iii)		
	iv)		

Standardisation steps

Follow the guidelines below:

1. Mark the sample of work independently

2. Each member shares their mark

3. Each member gives clarification as to why they awarded that mark in line with criterion and task guidance

4. Discuss what would we expect to see if the student were to reach the next level

5. Each member hands their work to the teacher who has set the assessment for them to keep for their records

6. Store your standardisation documents with your unit plans (ie; PDF version from the learning platform) and sample student work

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Appendix F - IB/Norwegian Grade Conversion and MYP grade descriptors

Grade	Boundary Guidelines	Norwegian Equivalent	Descriptor
1	1-5	0.9	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 of skills.
2	6-9	1.7	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for may 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	2.6	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	3.4	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	4.3	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, often with independence.
6	24-27	5.14	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	6	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.

Appendix G - Service as Action Self Evaluation

Criteria	Introductory (Approximately 2 hours per activity)	Developing (Approximately 3-4 hours per activity)	Proficient (Approximately 4-5 hours per activity)
Planning	☐ I was directed to participate in the activity by a teacher or another adult (either from a unit or a community event) ☐ I have included limited documentation in my plans and goals on Toddle ☐ Other students were not involved in my plans	☐ I chose to join this project/activity ☐ I consistently documented plans and worked toward achieving my goals ☐ Other students were able to participate in the project/activity	☐ I initiated (helped to create or begin) a project or activity ☐ I documented plans and developed plans with specific, achievable goals ☐ I researched a problem in my community (school, city, country, world) and found a way to help address it. ☐ I actively involved others in the project/activity
Action	☐ The project was incomplete ☐ There was not a lot of effort and attention from me for this activity/project ☐ The impact of my actions were limited ☐ I had difficulty managing time and tasks, and was late to this activity or I rushed the project ☐ I rarely communicated with anyone about this project/activity	☐ I completed the project/activity, demonstrating consistent effort throughout ☐ I acted to benefit others ☐ I accepted responsibility and was usually punctual, respectful, and open to criticism ☐ I consistently communicated with everyone involved ☐ I supported others in their efforts with this project/activity	☐ I demonstrated sustained attention and effort, maintaining involvement throughout the entirety of the project/activity ☐ I made a significant contribution to the community ☐ I accepted responsibility and was always punctual, respectful, and open to criticism ☐ I communicated with everyone effectively
Reflection	☐ The impact of my action in relation to others was only briefly explored, or not mentioned at all ☐ I didn't acknowledge my strengths and weaknesses in completing the project ☐ I rarely used evidence to support my reflections ☐ I wasn't able to show evidence of personal growth ☐ I described challenges briefly and nothing else ☐ I didn't identify areas for improvement	☐ The impact of my action in relation to others were not fully explored ☐ I tend to focus on strengths, but omit weaknesses ☐ Some of my assertions or opinions were not supported by evidence ☐ I demonstrated that I understood the opportunity for personal growth, but presented an incomplete description ☐ I identified some challenges in the activity ☐ I identified some areas for improvement	☐ I fully explored the impact of my work to others ☐ I acknowledged both strengths and weaknesses ☐ I consistently used evidence to support opinions and assertions ☐ I demonstrated understanding of personal growth ☐ I identified challenges and why they posed difficulties ☐ I identified areas for improvement, and cited strategies to do so