



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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Vision

Striving to nurture empathetic, global citizens who, through creative problem-solving, will make the world a better place.

Mission

- We are committed to the IB Philosophy with a focus on supporting social-emotional development.
- Our learning community embraces innovation by collaborating with universities and industry leaders to solve real-world problems.
- We are a culture that is innovative and professional, encouraging voice, choice, and agency.
- We build high-quality learning experiences for all.

Values

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

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 demonstrates 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 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 receiving and giving 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 flexibly use 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)



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, mastery of skills, development of academic attitudes, as well as the 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 disseminate information on 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 to 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 connections to the real world, promoting student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria, and the process students use to learn.
- **Varied:** It uses a wide range of tools and strategies that are fit for purpose 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; International Baccalaureate Organization, 2018, pg 91)

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

Essential Agreements for Assessments - PYP

In the PYP	What does this look like?
<p>The significant content identified by the school's (Program of Inquiry) supports the outcomes of students becoming internationally minded.</p>	<ul style="list-style-type: none"> Once identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings, and skills to support self-regulatory learning. (Agency)
<p>Criteria must be known to students</p>	<ul style="list-style-type: none"> The criteria accommodate a wide range of knowledge, conceptual understandings, and skills development. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings, and skills.
<p>Assessing individual learning potential using the attributes of the Learner Profile and ATL skills Measuring demonstration of learning using the school's Continuum for Learning</p> <p>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.</p> <p>Diagnostic assessment- prior knowledge of the students can be taken by a prior reflection about what the students know about the topic.</p>	<ul style="list-style-type: none"> Rubrics, self-reflections, rating scales, peer edits/feedback, teacher feedback both orally and written, portfolio, interviews, reports, and 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 oral and written. Inquiry questions process, guiding inquiry-based learning. Diagnostic Assessment. Prior knowledge of the students can be obtained through a prior reflection about what the students know about the topic.
<p>Attendance requirements in line with Norwegian Regulations (See Appendix B)</p>	<ul style="list-style-type: none"> The contact teacher takes attendance daily Contact teacher to monitor attendance periodically

Essential Agreements for Assessment - MYP

In the MYP	What does this look like?
Assessments are integral to the learning process	<ul style="list-style-type: none"> Regular feedback during the work process in the form of formative assessments (one documented in the learning platform per unit). 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	<ul style="list-style-type: none"> 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 focus on achievement levels	<ul style="list-style-type: none"> The 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.	<ul style="list-style-type: none"> Across the program, there will be a range of assessment tasks that allow students to demonstrate their knowledge, skills, and understanding. eg <ul style="list-style-type: none"> Formative assessment tasks Experiential learning Completed products Service as Action Student portfolios Reflections Essays Debates Formal exams Group/Individual performance Assessed tasks will feature feedback/feedforward related to the subject objectives and can be self-evaluated, peer-evaluated, or teacher-evaluated. Each student should be able to see development, and may be provided an adapted task in line with the school's inclusion policy
Assessments are appropriate to the age group and reflect the development of the students within the subject	<ul style="list-style-type: none"> Objectives align with subject guides Students receive tasks and rubrics that correlate to the objectives listed below. <ul style="list-style-type: none"> MYP2 uses the IB Year 1 interim objectives, MYP3 uses the IB Year 3 interim objectives MYP4&5 uses the IB Year 5 objectives
Assessments provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge)	<ul style="list-style-type: none"> Language Acquisition classes follow the objectives according to students' language level as outlined in the language policy. Tasks that are designed to mirror real-world applications with transferable skills, which students demonstrate in their learning (see Appendix C)
Attendance requirements in line with Norwegian Regulations (See Appendix B)	<ul style="list-style-type: none"> The Office Manager checks attendance daily Contact teachers monitor the attendance periodically Subject teachers take lesson attendance

How we collect data about student learning

PYP	MYP
<p><u>Planning</u></p> <ul style="list-style-type: none"> ● UOI plans for the learning platform ● Vertical and Horizontal planning ● Use of analytics in the platform (i.e., summary reporting, portfolio, assignments) ● Record of Student Data 	<p><u>Planning</u></p> <ul style="list-style-type: none"> ● UOI plans on the learning platform ● Vertical and Horizontal planning ● Use of analytics on the learning platform (i.e., summary reporting, overview of results) ● Samples of analysed student work ● Record of Student Data
<p><u>Reflections</u></p> <ul style="list-style-type: none"> ● Unit reflections before, during, and after a unit are finished (recorded in unit planning) 	<p><u>Reflections</u></p> <ul style="list-style-type: none"> ● Unit reflections before, during, and after a unit are finished (recorded in unit planning)
<p><u>Student School Environment</u></p> <ul style="list-style-type: none"> ● Student conferences are conducted 3 times a year, with analysis and targets recorded ● Student Well-Being Team meetings ● Record attendance (Appendix B) ● Individual teacher records ● Student log ● Udir student survey ● External well-being surveys, when needed 	<p><u>Student School Environment / Behavioural</u></p> <ul style="list-style-type: none"> ● Student School Environment interviews are conducted twice a year, and year-level targets are defined and agreed on by the MYP teacher cohort in collaborative planning sessions ● Student Log used to monitor behaviours throughout the day. ● Weekly team meetings to identify, create an appropriate strategy, and discuss progress ● Individual teacher records (Can be notes, emails, and or logs, including ATL progress) ● Official letter sent by a MYP Contact Teacher (Appendix D) ● Student Well-Being Team meetings ● Record of attendance for each day and lesson (Appendix B). Followed up according to the School Absence Plan
<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Formative assessments are ongoing throughout units of inquiry. It provides an opportunity to document a child's learning-process. Teachers will provide feedback/feedforward on the learning platform. ● Student journal entries with goal setting and reflections ● Ongoing records kept by teachers, including Learner Profile and ATL development 	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● 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 completion ● Student Portfolios, which include student subject goal setting and reflections
<p><u>Summative assessments</u></p> <ul style="list-style-type: none"> ● When conducted, assessments are recorded in the learning platform with comments ● Task must reflect the central idea 	<p><u>Summative assessments</u></p> <ul style="list-style-type: none"> ● 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)

<p><u>Inclusion (in line with Inclusion policy)</u></p> <ul style="list-style-type: none"> ● 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 ● GL screeners for Dyslexia and Dyscalculia 	<p><u>Inclusion (in line with Inclusion policy)</u></p> <ul style="list-style-type: none"> ● IEP targets identified and incorporated in the 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 ● GL screeners for Dyslexia and Dyscalculia
<p><u>Standardised assessments</u></p> <ul style="list-style-type: none"> ● National tests for PYP5 in September every year ● Kartlegging (mapping) in PYP1 and PYP3 from Norwegian Education Department in basic skills ● Map student learning over progressive years using the Record of Student data. ● PYP Exhibition (PYP6) ● NGRT and NGMT - every year in September, January, and May. 	<p><u>Standardised assessments</u></p> <ul style="list-style-type: none"> ● National tests for MYP 3 & 4 in September every year ● Map student learning over progressive years using the Record of Student Data ● Personal Project (samples sent every year) ● NGRT and NGMT - every year in September, January, and May.
<p><u>Process Portfolios</u></p> <p>Samples collected over the year to show learning progression across all subjects. Process portfolios could include:</p> <ul style="list-style-type: none"> ● <i>Evidence of student learning</i> ● <i>Student's selected work</i> ● <i>Success Criteria</i> ● <i>Rubrics</i> ● <i>Peer feedback</i> ● <i>Student Self-Reflection</i> ● <i>Teacher Comments</i> 	<p><u>Process Portfolios</u></p> <p>Samples collected over the year to show learning progression across all subjects. Student portfolios should include:</p> <ul style="list-style-type: none"> ● <i>Evidence of student learning</i> ● <i>Student's selected work</i> ● <i>Student-generated success criteria</i> ● <i>Peer feedback</i> ● <i>Student's Self-Reflection</i> ● <i>Student goals</i> ● <i>Teacher's comments</i>

Related policies and documents

Our school uses data from 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
- The School Absence Plan
- The Transition Plan
- Our ICT policy
- Year Curriculum Handbooks

How we communicate information about Assessment

	What does this look like?
Feedback / Feedforward on student work	<p>PYP:</p> <ul style="list-style-type: none"> ● 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 about positives and potential areas for improvement when applicable. <p>MYP:</p> <ul style="list-style-type: none"> ● Expect a minimum of 1 formative and 1 summative task recorded on the learning platform per unit of inquiry (should include task sheet, see Appendix C for an example) ● Comments in students' books are connected to the learning objectives ● Record results of assessed work on the learning platform no later than 2 weeks (10 working days) after the due date ● Follow up on attendance concerns as outlined in the school absence plan
Update the learning platform regularly	<p>PYP:</p> <p>Send out updates through the learning platform at least once a week</p> <p>MYP:</p> <ul style="list-style-type: none"> ● Year level contact teachers send out a weekly newsletter ● All teachers to check the calendar regularly before adding homework or assessments to help manage student workload across year levels ● Post tasks on the learning platform using the agreed conventions below: <ul style="list-style-type: none"> ● <i>subject name/title of task (Which type of task is established by colour)</i> ● <i>Green = formative , Yellow = Homework , Blue = Summative , Red = to complete at home</i>
Conferences	<p>PYP:</p> <ul style="list-style-type: none"> ● Focus on social / school environment ● Collect data through surveys, collaboratively set goals using a template similar to Appendix A during parent /teacher /student conference, and collect results <p>MYP:</p> <ul style="list-style-type: none"> ● Collect data through surveys, and collaboratively set individual goals during parent/teacher/student conferences. ● Teachers review data and set agreed goals for the class to focus on.
Report Cards / Unit Summary	<p>PYP:</p> <p>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 a paper portfolio. Report cards are shared twice a year</p> <p>MYP:</p> <p>Produces semester reports twice a year that can include comments and academic progress as outlined in MYP grade descriptors. (See Appendix F) Students must receive 2 reports a year. (<i>Lov Om Grunnskoleopplæringa Og Den Vidaregåande Opplæringa (Opplæringslova), 2023</i>)</p>
Student Led Conferences	<p>Annual conferences near the end of the year provide students with an opportunity to share their process portfolio and set goals for the following year.</p> <p>PYP:</p> <p>Focuses on Learner Profile and Approaches to Learning.</p> <p>MYP:</p> <p>Focuses on learner profile, Approaches to Learning. It is expected that all school subjects are represented. The work can be digital, a hard copy, or represented as work on display in a classroom.</p>

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, 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 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 a level of development. These are defined in the school-developed phases. The school's learning continuum is organised into the phases of development outlined in the Year Level Curriculum Handbooks.

During planning, teachers identify relevant learning outcomes for students to demonstrate. They select the appropriate phase of development for the learning experiences and then use this as a basis for tracking each student's progress. To support student agency, learning goals are developed by students before, during and after units of inquiry.

Achievement		Effort
Level	Achievement Descriptor	Level
Emerging	<i>The student requires ongoing support from the teacher as they develop new knowledge and skills.</i>	Very Good
Developing	<i>The student is building their knowledge and skills with guidance from the teacher.</i>	Good
Proficient	<i>The student understands and applies knowledge and skills effectively in their learning.</i>	Improving
Independent	<i>The student works independently and can apply their knowledge and skills across other areas of learning.</i>	

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 is determined, it is then applied to published grade boundaries to determine semester grades. These grades range from 0 to 7. A grade conversion is applied, which correlates with grades given locally in Sandnes (see Appendix F).

Each criterion in an IB subject is considered during both reporting periods when determining levels of achievement. These are then applied to the grade boundaries to establish a grade for each IB subject. If a student has not been awarded an achievement level for any of the 4 criteria, regardless of reason, a grade cannot be awarded. This will be indicated on the report card as a 0. Grades are determined from the levels of achievement for each criterion in the summative assessments during the semester. This is used to accurately reflect how the student is performing at the time of the reporting. Teachers will apply 'best fit' when selecting the achievement level for each criterion, not averages.

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 can 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 § 2-3 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 approach in both PYP and MYP reporting practices includes Student-Led Conferences. At SDIS, student digital portfolios can be part of the student Process Portfolios, which show a student's learning journey for a specific year.

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 Standardisation

Primary Years Programme (PYP)

Standardisation in the PYP is implemented to build a common, shared understanding of developmental phases in our school. Teachers collaborate to standardise work samples according to developmental phases. This process provides opportunities for teacher discrepancies to be discussed and helps build a common consensus. Each student has an assessment portfolio that tracks their progress through the school.

Middle Years Programme (MYP)

Standardisation occurs periodically throughout the year to build a shared understanding of the MYP Criteria. Each teacher must standardise using the standardisation template (see Appendix E). Each subject should collect samples of standardisation for the IB subjects that they teach. Standardisation should be completed for each year level and in each subject every year of the program. This promotes discussions that provide

opportunities for teacher discrepancies to be alleviated and help build a common consensus of both command terms and level descriptors.

Work Submission

Expectations for submitted work in each level of the school.

PYP 1-6	<ul style="list-style-type: none"> ● Summative 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	<ul style="list-style-type: none"> ● All assessments need to be delivered on the due date ● If not delivered, students will be spoken to by the respective teacher, and caregivers may be informed via email, requesting them to support their child with time management ● If not delivered within 2 weeks (10 working days) 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) ● Labelling for electronic files MUST HAVE: Name, Title of Assignment, Subject

What we expect from our Community members

Staff	Parents/Caregivers	Students
<ul style="list-style-type: none"> • Prepare appropriate tasks in line with this policy • Support students in their continuous development • Promptly respond to inquiries • Share feedback as required. 	<ul style="list-style-type: none"> • Attend meetings • Attend workshops • Communicate attendance through the learning platform • Look at the information shared on the learning platform • Regular discussions with your child about their learning • Know and support your child's learning and social goals 	<ul style="list-style-type: none"> • Set goals • Be reflective of your learning and goals • Engage in continuous improvement

How to contest/appeal decisions

According to Opplæringsforskrifta (Kapittel 10. 2024) 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 parents together
- Only the parents
- Only the students

The school will indicate a deadline for this letter to be received. It will be processed by the school, which must send this to the Rogaland Statsforvalteren (Rogaland's County Governor) for processing if it is not resolved. In all instances, we encourage our school community to first speak with the teacher before submitting a written letter.

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. (International Baccalaureate Organization, 2015, pg 7) 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 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 the planning of future learning. (International Baccalaureate Organization, 2018, pg 91)

Internal assessment - includes tasks developed by teachers that rely 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" (International Baccalaureate Organization, 2023, pg 79)

Standardisation - the process by which teachers internally standardise assessments to make consistent, reliable, and valid assessment judgments. The specific protocol used 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. (International Baccalaureate Organization, 2018, pg 91)

Objectives - learning outcomes set by the IB that are subject-specific (International Baccalaureate Organization, 2015)

Criteria - means used to assess learning objectives set by the IB through formative and summative assessment tasks (task-specific) (International Baccalaureate Organization, 2015)

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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: _____

Appendix B - Attendance Protocol

Attendance Categories:

According to the Education Act §Attendance must be taken at the beginning of every day for the whole school and the beginning of every lesson in MYP.

Absent (A)	<ul style="list-style-type: none"> ● 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 an email to the office so caregivers can be contacted by the 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)	<ul style="list-style-type: none"> ● Student is present for the lesson or contact teacher for 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)	<ul style="list-style-type: none"> ● Student comes in 1 minute after the lesson has started and has no note.
Excused (EA)	<ul style="list-style-type: none"> ● Student is working on another project in school that is pre-planned and approved (e.g., Personal Project, Exhibition) ● Student is attending a recognised course (i.e., student council courses in the Kommune)

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 with 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
<input type="checkbox"/> No inside shoes <input type="checkbox"/> Not putting the mobile phone in the locker <input type="checkbox"/> Coming to lessons unprepared <input type="checkbox"/> Not following classroom routines/expectations <input type="checkbox"/> Interrupting learning Other -	<input type="checkbox"/> ____ days of recorded absences without any notification on Toddle <input type="checkbox"/> Late work submission <input type="checkbox"/> Not submitting work <input type="checkbox"/> ____ incident of late arrival to school and or lessons <input type="checkbox"/> 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 Behaviour and Tardiness is based on § 3-5 in the Norwegian Education Act. The assessment of the students' Tardiness and behaviour is held separately from their academic performance. The student's behaviour 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 behaviour, 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, the degree to which they meet prepared for the lessons, and completing homework. Absences can, in some cases, lead to a reduced grade in behaviour

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

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 the knowledge of skills.
2	6-9	1.7	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	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	<input type="checkbox"/> I was directed to participate in the activity by a teacher or another adult (either from a unit or a community event) <input type="checkbox"/> I have included limited documentation in my plans and goals on Toddle <input type="checkbox"/> Other students were not involved in my plans	<input type="checkbox"/> I chose to join this project/activity <input type="checkbox"/> I consistently documented plans and worked toward achieving my goals <input type="checkbox"/> Other students were able to participate in the project/activity	<input type="checkbox"/> I initiated (helped to create or begin) a project or activity <input type="checkbox"/> I documented plans and developed plans with specific, achievable goals <input type="checkbox"/> I researched a problem in my community (school, city, country, world) and found a way to help address it. <input type="checkbox"/> I actively involved others in the project/activity
Action	<input type="checkbox"/> The project was incomplete <input type="checkbox"/> There was not a lot of effort and attention from me for this activity/project <input type="checkbox"/> The impact of my actions were limited <input type="checkbox"/> I had difficulty managing time and tasks, and was late to this activity or I rushed the project <input type="checkbox"/> I rarely communicated with anyone about this project/activity	<input type="checkbox"/> I completed the project/activity, demonstrating consistent effort throughout <input type="checkbox"/> I acted to benefit others <input type="checkbox"/> I accepted responsibility and was usually punctual, respectful, and open to criticism <input type="checkbox"/> I consistently communicated with everyone involved <input type="checkbox"/> I supported others in their efforts with this project/activity	<input type="checkbox"/> I demonstrated sustained attention and effort, maintaining involvement throughout the entirety of the project/activity <input type="checkbox"/> I made a significant contribution to the community <input type="checkbox"/> I accepted responsibility and was always punctual, respectful, and open to criticism <input type="checkbox"/> I communicated with everyone effectively
Reflection	<input type="checkbox"/> The impact of my action in relation to others was only briefly explored, or not mentioned at all <input type="checkbox"/> I didn't acknowledge my strengths and weaknesses in completing the project <input type="checkbox"/> I rarely used evidence to support my reflections <input type="checkbox"/> I wasn't able to show evidence of personal growth <input type="checkbox"/> I described challenges briefly and nothing else <input type="checkbox"/> I didn't identify areas for improvement	<input type="checkbox"/> The impact of my action in relation to others were not fully explored <input type="checkbox"/> I tend to focus on strengths, but omit weaknesses <input type="checkbox"/> Some of my assertions or opinions were not supported by evidence <input type="checkbox"/> I demonstrated that I understood the opportunity for personal growth, but presented an incomplete description <input type="checkbox"/> I identified some challenges in the activity <input type="checkbox"/> I identified some areas for improvement	<input type="checkbox"/> I fully explored the impact of my work to others <input type="checkbox"/> I acknowledged both strengths and weaknesses <input type="checkbox"/> I consistently used evidence to support opinions and assertions <input type="checkbox"/> I demonstrated understanding of personal growth <input type="checkbox"/> I identified challenges and why they posed difficulties <input type="checkbox"/> I identified areas for improvement, and cited strategies to do so