

September 7, 2022 (New Guiding Statements)

Assessment Policy

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CIS Standards and Practices

Domain D - Teaching and assessing for learning.

IB Standards and Practices

All Standards and Practices in Approaches to assessment (0404)

AISPP Guiding Statements

Vision: Inspiring the joyful pursuit of learning and intercultural understanding.

Mission: Igniting a passion for a life of learning together.

AISPP values:

- Sharing our passions to make things better together.
- Our differences make us stronger.
- Find Sok Sabay (wellness) inside and out.
- Our learning is limitless

Assessment Vision and Mission

Our culture of learning at AISPP equitably enables self-regulated learners to choose, act and reflect on growth-centred, student-focused assessment and feedback. AISPP assessment practices put students first and are transparent so that all partners in learning (teachers, students and parents) can actively use feedback to improve. Our assessment tasks have an impact on learning by making it conceptual and transferable. Meaningful, specific and timely feedback is used to guide the next steps.

Assessment Philosophy

At AISPP, we know that every student is responsible for leading their learning proactively while interacting with others diplomatically and empathetically. Assessment is student-centred and builds on students' strengths, to provide evidence of the learning process and progress.

Why? The purposes of assessment include: Improving student learning, Informing learning and teaching, Collecting data for reporting, Monitoring and supporting student progress, Reporting to stakeholders.

What? Assessment is varied, differentiated, and transparent to positively impact all student learning. Assessment is balanced and focused on the essential elements of learning:

- conceptual understandings, knowledge acquisition
- skill mastery, learner profile attributes, responsible action

Assessment serves as a roadmap for student growth designed to answer the questions:

- Where am I now in my learning?
- Where am I going in my learning?
- How do I achieve my learning goals?

AISPP assessment incorporates:

- Assessing – discovering what the students know and have learned
- Recording – collecting and analysing data
- Reporting – communicating information about student learning

Assessment Principles

Assessment Tasks are Equitable

Learners have a right to demonstrate their knowledge, skills and ability equitably. AISPP assessment design values each learner's unique learning journey; their developmental stage, cultural background, needs and interests. Assessment task architecture is clear and specific to avoid misinterpretation. Moderation of assessment task design and results assist our learning community to develop greater accessibility and clearer expectations for learners. AISPP teachers use an equity lens to ensure assessment task expectations and deadlines are fair, making determinations in consultation with their colleagues. At AISPP students have an opportunity to show what they understand and can do in a way that highlights their strengths as unique individuals.

Assessment Tasks are Meaningful

Feedback from assessment tasks is used to open up learning opportunities for students by informing and provoking reflection, choice and action. Learners take ownership of the process by setting targets to grow their understanding and skills. Teachers analyse assessment data and set targets to improve practice. Assessment tasks improve practice by identifying, and consequently removing, barriers to growth for learners. The evidence of assessment is clear and transparent to all partners in learning.

Assessment Tasks are Balanced

Our assessment tasks give opportunities for learners to demonstrate their knowledge, conceptual understanding, skills and action in a balanced way. Through assessment tasks, learners will be able to demonstrate discipline-specific, interdisciplinary and transdisciplinary conceptual understanding. Course design carefully considers the balance of formative and summative assessment tasks. Assessment tasks address the Australian Curriculum standards in alignment with IB programme requirements. Ongoing, regular, formative assessment tasks help drive teaching and learning as well as differentiation opportunities. During the unit planning process, formative assessment opportunities are developed to determine understanding and next steps in teaching and learning.

Assessment Tasks Engage Learners

Our assessment tasks value input from learners to determine the direction, the context and the medium. assessment tasks are designed to consistently evoke interaction and dialogue about the learning process and each learner's growth. Assessment feedback is sought and given as close to real-time as possible to ensure that learners can act on advice.

Assessment is Continual

Learning is an ongoing process and, therefore, assessment is an ongoing process. Assessment designs and results are moderated to ensure consistency and transparency. Task-specific clarification assists educators to ensure consistency. These guidelines can be seen in Appendix A.

What does assessment look like at AISPP?

At our school, assessment tasks are effective because they provoke participation and action. From Early Years to the eldest years, learners are part of the process of assessment. Together with the teacher and their peers, they develop success criteria, rubrics and have choices in topics and modes of sharing their learning. Because assessment tasks are guided by the design cycle of inquiring, acting and, reflecting; they are naturally formative and reflect the classroom experience. At AISPP, assessment tasks are consistent yet learning is documented through a variety of modes; anecdotal observations, entry/exit slips, draft submissions, written work and multi-modal texts created by individual learners and by teams of learners. Feedback loops involving teachers and peers activate learners to become more proficient and to take action. At AISPP, teachers gather evidence of student learning in a variety of ways.

Formative Assessment

Formative assessment is ongoing and is evident in every lesson at AISPP. It supports and encourages student learning by providing feedback on the learning process. Formative assessment is carried out by teachers and students to develop a deeper understanding of what 'success' looks like. In the MYP, for example, formative assessment tasks directly align with summative assessment objectives so that students experience how the objectives are applied to their work.

Summative Assessment

Summative assessment tasks are used to determine what students know, understand and can do. This can occur during a unit of inquiry and/or at the end. MYP and DP summative assessment tasks provide data to inform students' final criterion achievement levels and final grades for school reports.

Standardised Assessment

AISPP utilises MAP testing twice a year as a source of data to measure growth and trends in learning for individuals and groups of students. MAP testing is conducted from Foundation to Year 10 to measure the growth of students in Language, Literacy, Mathematics and Science.

How data is used

At AISPP, we use data from various modes of assessment articulated above to inform the curriculum, teaching and learning. This data is used to track student growth, differentiate classroom teaching, goal setting and promote student agency. Our assessment data informs day-to-day practices in the classroom, professional development priorities and purchasing educational resources.

Assessment in the AISPP Programs

Early Years (EY)

High-quality assessment in EY is authentic by supporting students in connecting their learning to the real world. Assessment is conducted through student-initiated play guided by the unit of inquiry and their interests (IBO, 2021). Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. "It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning" (Early Years Learning Framework, p.19). Our trained educators

use their eyes and ears to document our students' learning. This data comes from anecdotal notes, photos and videos of students' learning and interactions with each other, and teacher-student conversations. Using their pedagogical documentation, educators work with students to create learning experiences, goals, and next steps guided by the EYLF Learning Outcomes, the IB Early Learner ATL and the Learner Profile attributes. Each student is on their learning journey, and as a school, we value their uniqueness and provide individualised guidance in their learning.

Primary Years Programme (PYP)

The PYP at AISPP uses assessment tasks in a variety of ways. Our formative assessment tasks help learners to constantly grow and become more and more attuned to their progress. These also provide timely feedback loops for teachers to evaluate the effectiveness of learning engagements and make necessary adjustments. At the beginning of each learning block or Unit of Inquiry, a pre-assessment is conducted to determine students' prior knowledge (which is harnessed to plan future learning engagements). Summative assessment tasks or post-assessment tasks are much more infrequent than formative assessment tasks and serve as a powerful indicator of student understanding and growth at the summation of a learning block or unit of inquiry. Benchmark passages are selected for students, collecting reading proficiency data through running records. Teachers use this data to refine instruction and select appropriate reading materials for individual students.

Middle Years Programme (MYP)

There are unique elements of assessment in the MYP that ensure consistency to meet IB requirements and support teaching and learning. Summative assessment tasks in the MYP are used to determine students' achievement levels for reporting purposes. Below are the guidelines for teachers to follow when setting MYP assessment tasks:

- Students are offered opportunities to reach the highest levels of achievement as described in assessment rubrics from the relevant MYP subject guide(s). Assessment tasks are directly linked to the statement of inquiry.
- Varied options are provided for students to demonstrate their knowledge, understanding and skills. This may be achieved through student choice of product type or topic.
- Task-Specific Clarification - teachers establish clear expectations at the beginning of each summative assessment process. They may also redraft the statements within each level descriptor of the published assessment criteria so that they are specific to the task at hand. This means teachers may change some wording in the level descriptors to match the task, but the command terms in bold must be retained in every level descriptor.
- MYP General Grade Descriptors - To calculate the final MYP grade (1-7), the final achievement levels for each of the criteria are added together with the total applied to the grade boundaries. Our school uses the MYP 1-7 scale and the grade boundaries to determine final grades in each semester of the MYP. The table (Appendix A) provides a means of converting the criterion levels total into a final grade (MYP From Principles into Practice, 2015).
- Modifying Assessment Tasks - In the MYP, assessment tasks can be modified depending on the needs of

the student. Modifications increase the accessibility of tasks, enabling students to best demonstrate evidence of learning and subject proficiency.

- Personal Project – The majority of work for the personal project should be conducted during the fifth (final) year of the programme. The official validation of personal project grades is mandatory and requires a process of external moderation of teachers' internal assessment. The personal project must be submitted for external moderation. Before external moderation, students' reflective reports should be internally moderated by a team of at least three teachers who discuss and agree upon final achievement levels in all personal project criteria. The internally moderated levels are reported to the International Baccalaureate via IBIS.

Diploma Programme (DP)

An overview of prerequisites for entry into the Diploma Programme and individual Diploma Courses can be viewed in Appendix C. Formative assessment in the Diploma Programme (DP) mirrors the tasks that determine students' IB-validated grades. In the process of completing these tasks, students are provided with feedback to reflect on their current proficiency and to plan for continued improvement. Teachers keep a record of the formative assessment results on ManageBac. The frequency and format of formative assessment tasks vary depending on the unit and subject.

Formal assessment tasks in the DP include Internal assessment tasks Mock Exams DP Final Exams Extended Essay TOK Essay & Exhibition. The completion of Creativity, Action, and Service (CAS) is also a requirement of the DP.

Career-Related Programme (CP)

Prerequisites for entry into the CP can be viewed in Appendix C. At AISPP, the CP is assessed internally in consultation with our providers. Part of the CP core is a reflective project which is internally assessed but externally moderated by the IB. Personal and professional skills and language development are internally assessed and moderated internally by the teacher and programme coordinator. At AISPP, students participating in the CP have their coursework either externally or internally assessed (IA) and moderated. Internal Assessment (IA) is when teachers mark student tasks and then submit their results to IBIS. For moderation, IA marks are validated through teachers submitting one work sample and applying a moderation factor (if required). This moderation process allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard.

Within our school, all teachers of a subject must standardise their marking so they are consistent with each other. All externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners.

In addition, details of the assessment of DP subjects can be found in Part D of the Career-related Programme Assessment procedures and the relevant subject guides and details of the assessment of the reflective project for 2022 can be found in section "D7" of the Reflective project guide (IBO, 2021).

Reporting

At AISPP reporting takes many forms. AISPP reporting communicates what learners know, understand, and can do to all stakeholders in learning. Reporting is always purposeful, continuous, and timely.

EY and PYP

Learning Updates

In the Early Years at AISPP, teachers gather evidence through anecdotal notes, photos and videos of students' work and interactions with each other, and teacher-student conversations. Using the gathered data, educators create Individualised Learning Stories that describe the students current learning progress. These Learning Stories are shared with partners in learning every four weeks.

In the PYP, we have implemented Progressive Reporting. Keeping in line with current reporting practices amongst schools around the world. We believe this type of reporting provides students and parents with real-time information on students' academic progress. Progressive reporting refers to the practice of reporting in regular instalments. The main benefit of this type of reporting is the timely manner in which parents are informed of their child's progress. In short, rather than parents being informed about their child's learning gain, they are informed of their child's progress over time.

Because children develop and learn in different ways and at different rates, we report on a wealth of areas in each learner's development across each inquiry (Language, Literature, Literacy, Mathematics, Humanities, Geography, Art, Physical Education and Music), alongside the Australian Curriculum achievement standards. Progress and comments are provided after two units of inquiry. Each student is provided with three Learning Updates in each Primary School year. The regularity gives our partners in learning feedback regarding growth as well as ways in which learners can improve, extend or enhance their learning in the future.

Parent conferences occur early in each academic year to ensure open lines of communication between partners in learning and to discuss each student's transition.

MYP, DP and CP

In Secondary School, four reports are generated and sent via ManageBac after each school term. Real-time student progress can also be viewed at any time on the ManageBac platform. The Term 1 and Term 3 reports are progress reports consisting of a teacher comment on strengths, skills development and strategies for improvement. 3-Way Conferences are conducted following the generation of these reports where student progress and strategies for improvement are discussed.

* Note Year 12 will receive grades and comments in all reports.

At the end of Term 2 (Semester 1) and Term 4 (Semester 2), educators use their assessment data to determine final achievement levels and grades for each student.

Connections to Other AISPP Policies

- Academic Integrity
- Inclusion
- Language
- Admissions

References

- Early Years Learning Framework. *The Early Years Learning Framework for Australia*. Retrieved from https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- International Baccalaureate Organization. (2016). *Career-related Programme: Reflective Project Guide*. https://resources.ibo.org/data/d_0_carec_gui-16_1512_2r_e.pdf.
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- International Baccalaureate Organization. (2021). Retrieved from <https://www.ibo.org/>

Appendices

Appendix A - MYP Grade Boundaries and Descriptors

Grade	Boundary Guidelines	Description
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
N/A		Not Yet Assessed

Appendix B - Summative Assessment Requirements for DP

Internal Assessment

The Internal Assessment (IA) is a form of assessment reflecting the skills of a particular subject group. DP IA tasks are internally assessed by the teacher and moderated externally. Its nature varies from subject to subject and is criterion-based with expectations varying between SL or HL versions of the subject. The criteria for each subject can be found in the relevant subject guide. Teachers are allowed to provide comments on one draft of student work.

Internal Exams

End of semester exams are held at the end of each semester of the programme. Mock Exams are held in early February of the final year of the programme to identify student strengths and areas to focus their attention leading up to the final exams. These Mock Exams inform students' predicted grades. Examination conditions are explained and modelled to students before each examination period, and all IB guidelines for administering these examinations are strictly followed.

Final Exams

Final exams are administered following mandated IB DP procedures and are held in May. Re-takes are held in November if required. When the final DP grades are issued by the IB, the DP Coordinator arranges their analysis which is used as feedback to improve the teaching and learning in the DP core and individual subjects. Students with identified learning difficulties may be granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for all assessment tasks in one or more subjects throughout the year. This is dependent on IB pre-approval following Access and Inclusion policy requirements.

Extended Essay (EE)

The extended essay offers the opportunity for DP students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students receive a grade of A-E after being assessed using five criteria. These criteria include: (A) Focus & Method, (B) Knowledge and Understanding, (C) Critical Thinking, (D) Presentation, (E) Engagement.

Creativity, Action, Service (CAS)

Students must meet seven CAS learning outcomes to satisfy this core component of the programme. These outcomes are L01: Strength & Growth, L02: Challenge & Skills, L03: Initiative & Planning, L04: Perseverance & Commitment, L05: Working Collaboratively with Others, L06: Global Engagement and L07: Ethics of Choices and Actions. You can also view the learning outcomes in the student handbook linked here: [CAS Student Handbook](#)

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a component of the DP Core. Students are assessed through the production of an exhibition, and an essay.

Each DP subject group uses distinct descriptors for each overall grade level. You can find each of these grades descriptors in the following link. [Click Here](#)

Appendix C: DP and CP Prerequisites

Subject	MYP Final Grade	Subject	MYP Final Grade
Group 1	Lang. Lit.*	Group 4	Science
English Language and Literature SL/HL	4/5	Physics SL/HL	4/5*
Khmer Literature SL/HL	4/5	Chemistry SL/HL	4/5
* If students took Lang. Acq. it will be case by case		Design Technology SL/HL	4/5
		ESS SL (only)	4
		* Physics also requires 4 SL & 5 HL in Maths	
Group 2	Lang. Acq.*	Group 5	
English Language B SL/HL	3/4	Mathematics AA SL/HL	4/6
Mandarin Language B SL/HL	3/4	Mathematics AI SL/HL	4/5
Mandarin Language B ab initio	NA	HS Maths (internal)*	3
* Current phase will be considered before final approval			
Group 3	I&S	Group 6	
Business Management SL/HL	3/4	Visuals Arts SL/HL	4/5
Psychology SL/HL	4/5		
ESS SL	4		

CP

Partner University	Requirements
The Savannah College of Art & Design (SCAD)	CV, Letter of Recommendation, Completed Application English proficiency (Letter provided by CP Coordinator) Academic Transcripts (Provided by Careers Counsellor)
Sustainability Management School (SUMAS)	Passing Grade in All Courses (3s)
Embry-Riddle Aeronautical University (ERAU)	E-Portfolio Score of 36 or Equivalent GPA across MYP 9-10 (4s and 5s).