



Harare International School

MYP/DP Assessment Policy

HIS Vision Statement:

Where together we thrive and reach for excellence.

HIS Mission:

Harare International School, as an IB World School, enables the development of the skills, knowledge, values and attributes for lifelong learning, community service and global Citizenship.

HIS Assessment Philosophy:**Introduction**

Harare International School (*HIS*) is committed to educating the whole child intellectually, physically and socio-emotionally. We foster freedom of expression, independent thinking, and a sense of personal responsibility in a student-centered learning environment. Our curriculum framework is based on the International Baccalaureate Programmes which support the acquisition of knowledge and conceptual understanding through an inquiry based approach, encouraging the development of problem-solving and critical thinking skills. In addition, we emphasize the effective use of current technologies, the acquisition of multiple languages, creativity through the arts, and the pursuit of a physically active and healthy lifestyle. Our commitment to academic excellence is supported through a strong staff development program (*HIS Academic Honesty Policy*).

Assessment as a Concept

We believe that the concept of assessment is multi-faceted and broader than a narrow set of pedagogical guidelines. In line with our IB framework for teaching and learning, we believe assessment is a continuous, ongoing process to be used for 1) the assessment of student learning and growth, i.e. summative assessment, and 2) for the purposes of shaping student learning experiences and teacher planning, i.e. formative assessment. We have, therefore, organized our conceptual understanding of assessment around the broad ideas of formative and summative assessment. While these two categories of assessment provide us with a framework for shaping our assessment philosophy and practices, we acknowledge that assessment is much more than the brief definitions provided above.

Assessment Tasks

The philosophy behind summative and formative assessment is seen in our *HIS* assessment tasks. We recognize that assessment tasks come in many different forms and may, at times, be unique to specific subject-areas. These forms include, but are not limited to: presentations, debates, class discussions, projects, tests, quizzes, exams, essays, short responses, lab work and lab reports. Regardless of the form of the assessment task, it must be developmentally appropriate, scaffolded, and clearly connected to the content and skills students have been acquiring and practicing in the classroom. Additionally developmentally appropriate assessment tasks should model the kinds of assessments students will experience as they move up through grade-levels, into the DP, into university, and beyond, into life. While we place a strong

emphasis on teaching and assessing creative problem-solving and higher order thinking skills, there is a place for assessment tasks to measure students' learning and growth across all levels of thinking skills.

Wherever possible, assessment tasks should be authentic. When an assessment task is authentic, students engage in an exercise that is designed for them to show, in a meaningful way, how they can apply their knowledge and skills in a real-world context. Since authentic assessment tasks are naturally linked to global and local contexts, teachers create these tasks with a local or global context in mind.

Given that authentic assessment tasks are linked to real-world scenarios, teachers strive to create units that are experiential or inductive in nature. These units require students to learn through experience, develop the abilities to gather information, think critically and creatively, and reflect on their learning. As reflection is a key component to both experiential and inductive teaching methodologies, reflection on the learning process and learning outcomes is an integral part of the assessment process.

There will be times when units transcend traditional subject-groups to become interdisciplinary. In these cases, teachers from both subject groups will create an authentic assessment task that reflect the interdisciplinary nature of the unit and are assessed using the relevant assessment criteria.

As all summative assessment tasks, whether subject-specific or interdisciplinary, are measured against IB assessment criteria, they must be created with these assessment criteria in mind.

Assessment Criteria and Student Feedback

All summative assessment tasks are measured against criteria, except those which require an external DP exam mark scheme. These criteria are derived directly from the IB and describe what is expected of students at each achievement level. Providing students with the criteria and task-specific requirements helps students know, before attempting the work, what needs to be done to demonstrate their understanding of the objectives. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. Students receive feedback on their performance assessed against the criterion level descriptors (A Guide to MYP Assessment.) As Diploma Programme courses have unique assessment criteria and weightings, DP teachers provide information, relative to their subject groups, about summative assessment practices in their course outlines. Teachers use the summative assessment grades to award a final level of achievement at the end of each semester. Greater detail on this process is provided in the assessment practices section of this document.

As formative assessment is largely centered around providing students, teachers, and parents feedback on student progress towards the learning objectives and skill development, the results of formative assessment may not be used to calculate a final achievement level for the semester. Teachers may choose to provide this formative feedback in a variety of ways

including, but not limited to, individual student conferences, written comments, or peer-review. Additionally, MYP teachers provide feedback using the expectations scale (see below) on ManageBac.

As the system of formative and summative assessment may be new for many in our school community, it is important to provide school stakeholders with the opportunity to learn more about it. The MYP/DP teaching faculty will communicate subject-specific assessment requirements to students and parents through ManageBac, subject-course outlines, open-house evenings, parent-teacher-student conferences, email and individual meetings, when required. Additionally, the MYP/DP Coordinator will provide information sessions, on an ongoing basis, to the community. A Guide to MYP Assessment, the HIS Academic Honesty Policy, the HIS Inclusion Policy, and the Student Handbook will be accessible to all school stakeholders via the HIS website.

Use of Assessment Results

The results of formative and summative assessment will be used for a variety of purposes. Both forms of assessment provide feedback to teachers, students, and their parents/guardians about student growth in skill development and content-area learning outcomes. Additionally, the results of assessment are used to shape unit planning and curriculum development, as well as provide support and extension opportunities for students.

In order for the faculty at HIS to use assessment results effectively, we ensure that the faculty are grounded in the Understanding by Design (UbD) approach to unit planning. Through this approach, faculty begin the unit planning process with student learning outcomes and assessment tasks clearly defined. By linking assessment tasks to our curriculum, articulating them across grade-levels and subject-areas, vertically and horizontally, and reflecting on the results, we will ensure that our assessment tasks are developmentally appropriate and effective.

External Assessment

The assessment practices described above are internal to HIS. We also provide students with external, norm-referenced assessments that include MAP, ISA, and PSAT. Students may opt to take the SAT and ACT for college admissions purposes. Additionally, there are external assessments within the IB Diploma Programme for students pursuing individual IB DP courses and the IB DP full diploma. IB DP external assessments are largely criterion-referenced. In groups 4 and 5 there are also norm-referenced assessments.

Student Support

Finally, as assessment may be stressful and/or challenging for students, teaching faculty will create a safe and developmentally-appropriate learning environment. We will foster this environment through the explicit teaching and student learning of Approaches to Learning (AtL) skills. We will differentiate our lessons and activities to meet the needs of students across the learning spectrum. Those students who qualify for support, as defined by our Inclusion Policy, will receive accommodated assessments.

By providing our students with a robust AtL program, differentiated learning experiences, and accommodated assessments, students will have the tools they need to successfully navigate any stressful and/or challenging assessment tasks.

HIS Assessment Practices:

The assessment practices will be inline with MYP, DP, and HIS assessment philosophies.

Feedback/Marking

Formative Assessment Tasks

During classroom learning experiences, teachers are expected to give regular and constructive guidance to students to help direct student learning and growth. This guidance and feedback may come in the form of verbal communication or through written comments on students' formative assessment tasks. In either case, teachers may record this feedback on ManageBac (MB), HIS' recording and reporting tool.

Teachers will also provide formative feedback at 'checkpoints' on summative assessments that are not exams/tests/quizzes. These checkpoints will be recorded as formative assessment tasks in MB so that students, teachers, and parents can monitor student progress towards the successful completion of summative assessment tasks.

In the MYP, formative assessments will be monitored through the use of the expectations scale listed below. DP teachers will communicate subject-specific formative assessment reporting information to students and parents through ManageBac, subject-course outlines, open-house evenings, parent-teacher-student conferences, email and individual meetings, when required.

MYP Expectations Scale	
Expectations	Descriptor
Exceeding Expectations (EE)	<ul style="list-style-type: none"> i. Produces high quality, frequently innovative work. ii. Communicates excellent understanding of concepts and contexts. iii. Demonstrates excellent organizational skills.
Meeting Expectations (ME)	<ul style="list-style-type: none"> i. Produces generally high--quality work. ii. Communicates good understanding of concepts and contexts. iii. Demonstrates good organizational skills.
Approaching	<ul style="list-style-type: none"> i. Produces work of an acceptable quality.

Expectations (AE)	<ul style="list-style-type: none"> ii. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. iii. Demonstrates basic organizational skills.
Not Meeting Expectations (NME)	<ul style="list-style-type: none"> i. Produces work of very limited quality. ii. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. iii. Demonstrates limited organizational skills.

Formative assessment tasks, in the form of what we might traditionally call homework, may happen outside of the classroom. Homework is not meant to replace learning, but rather serves as an opportunity for students to practice and/or reflect on what they have been learning in the classroom. Teachers, may at times, choose to “flip” their classrooms in order to promote inquiry-learning. In this case, a student will have a short 5 -10 minute introduction to the topic that will be reinforced and expanded upon in the classroom.

Homework tasks are formative in nature. They are, therefore, tools to inform teaching and learning, and may not be marked against the assessment criteria or in the final, overall semester grade. As with all formative assessment tasks, teachers provide students with feedback on the work they have done.

Formative assessment, including homework, and summative assessment tasks should not be a burden to students and their families. Given the number of variables that go into when and why a student might have work to complete outside of the classroom, as well as the transition from 5th grade to 6th grade, MYP teachers in years 1-3 consider the following guidelines when assigning outside work.

- MYP year 1 and 2 students (6th and 7th grade) should not have more than 1 hour of outside work per day. (This is for all classes, combined, including weekends.)
- MYP year 3, 4, and 5 students (8th, 9th and 10th grades) may have up to 1.5 hours of outside work per day. (This is for all classes, combined, including weekends.)

The amount of outside work DP year 1 and 2 students (11th and 12th grades) will have varies greatly. Please refer to the subject-specific course outlines provided by subject-group teachers for further information.

As students are individuals who work at different rates, it is important to provide school stakeholders with the opportunity to ask questions about these guidelines. The MYP/DP teaching faculty will communicate assessment task requirements, including time requirements, to students and parents through ManageBac, as well as email and individual meetings when required. Accommodations will be provided to students who qualify. Should parents or

guardians have questions about how these guidelines are being implemented in their child's classroom, they should first contact their child's teacher directly.

Summative Assessment Tasks

During every unit students will complete summative assessment tasks, which will be evaluated against the relevant IB assessment criteria. Since HIS formally reports student progress twice a year, all MYP criteria will be assessed at least twice per semester so that an overall 1-7 grade can be reported. DP teachers will ensure that enough summative assessments have been completed to award an overall 1-7 grade.

MYP teachers will create summative assessments task sheets using a standard form. Task sheets explain the assessment and include subject-specific criteria that clearly identify what students need to do to reach the objectives of the task. DP students, who are moving towards greater independence, will receive instructions from their teachers in forms suiting the nature of the subject-group.

Summative assessments that are not exams/tests/quizzes will contain checkpoints for the teacher to provide students with formative feedback. The feedback students receive will be on their progress towards reaching the objectives of the task. These checkpoints will be recorded as formative assessments in MB.

MYP and DP teachers will post summative assessments, including tasks sheets in the MYP, in ManageBac at least five days before the due date and announce the posting to students. Should parents or guardians have questions about how these guidelines are being implemented in their child's classroom, they should first contact their child's teacher directly.

Recording and Reporting on Assessment

Whether an assessment is formative or summative, it is the responsibility of the teacher to record and report on that assessment task. Teachers maintain data records for their students in ManageBac, our reporting and recording tool. Parents and students will be automatically notified, via email, when a comment or grade has been recorded.

Formative Assessment Tasks

The following procedures have been adopted for the recording and reporting of formative assessments:

- In general, formative assessments will be entered into ManageBac no longer than 1 week after collection.
- Teachers will notify students and families via email through MB by checking the "notify via email" box.
- Teachers will provide comments on any formative assessment scoring an NME or AE.
 - Should a teacher wish to comment directly on a student's paper, the teacher may indicate as much on MB.
- Missing formative assessments will be recorded as an NME.

- Teacher will indicate in the comment section that the assignment is missing.
 - When scheduling a time to complete a missed formative assessment task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) before scheduling with the student. In some cases an alternative task may be given.

Summative Assessment Tasks

The following procedures have been adopted for the recording and reporting of summative assessments:

- In general, summative assessments will be entered into ManageBac no longer than 2 weeks after collection.
- Teachers will provide comments on any summative assessment task scoring a 3 or below.
 - Should a teacher wish to comment directly on a student's paper, the teacher may indicate as much on MB.
- Missing summative assessments due to an absence:
 - If a student is absent on the day a summative assessment task is due, s/he must submit the task to the teacher electronically on the day it is due.
 - If a student is absent on the day a summative assessment task is to be completed at school (e.g., tests, presentations), s/he will complete the summative assessment task in the next scheduled period or at the teacher's discretion.
 - When scheduling a time to complete a missed summative assessment task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) before scheduling with the student. In some cases an alternative task may be given.
 - If a student has a planned absence and is travelling with the school, summative assessment tasks will be submitted prior to travel.
 - If a student has a planned absence for other reasons, a planned absence form must be completed and arrangements must be made with the child's teachers and the school principal.
- Accepting late summative assessments
 - The purpose of the HIS checkpoints/monitoring dates is to help students complete summative assessments on time so that work is not submitted late. If a student misses a monitoring date the following will happen:
 - Teachers will email parents when a student misses a checkpoint/monitoring date.
 - Students will be required to attend tutorials to ensure timeous completion of the task.
 - Should a final product not be submitted by the due date, teachers will assess the most recently submitted work as the final summative assessment.
- Re-taking assessments

- Students will not be able to retake summative assessments that have checkpoints/monitoring dates.
- Students will be able to retake summative assessments that do **not** have checkpoints/monitoring dates provided:
 - Students have completed all of their formative assessments prior to the summative assessment.
 - Students have attended at least one tutorial before the retake.
- Please refer to the Academic Honesty Policy if a student has plagiarized a summative assessment.

External Assessments

Standardized test results are reported to parents via the MYP/DP school counselor and/or the testing agency. DP examination results are directly accessed by students and their families through a process communicated to them by the DP Coordinator. Official IB DP certificates will be sent to HIS by the IBO during the first quarter of the new academic year. Families will have the opportunity to collect those in person at HIS or pay for them to be sent via a courier service.

Accommodation Support

Students who qualify for support, as defined by the HIS Inclusion Policy, will receive approved accommodations, as defined in their IIPs, on all formative and summative assessments.

Students who receive accommodations will be required to reach grade-level and subject-specific learning objectives, however accommodations are provided to limit the challenges faced by the student due to his/her special educational need. Such arrangements may include, but are not limited to what is outlined in the HIS Inclusion Policy or the MYP/DP Response to Intervention Protocol.

Learning Support Teachers will discuss student accommodations with subject-area teachers and, when necessary, will assist subject-area teachers in providing students with their approved accommodations.

For all students who qualify, the IB DP Coordinator will apply, on their behalf, for inclusive assessment arrangements on IB DP external exams.

Links to Other Policies:

The MYP/DP Assessment Policy is linked to HIS' guiding documents and supports IB standards and practices.

The following HIS policies and protocols are of particular relevance to assessment at HIS:

- HIS Academic Honesty Policy
- HIS Board Policy
- HIS Guide to MYP Assessment
- HIS Inclusion Policy
- HIS MYP/DP Response to Intervention Protocol
- HIS MYP/DP Student Handbook

The following IB standards and practices are of particular relevance to assessment at HIS:

- Assessment at the school aligns with the requirements of the programmes (C4.1).
- The school communicates its assessment philosophy, policy and procedures to the school community. (C4.2)
- The school uses a range of strategies and tools to assess student learning. (C4.3)
- The school provides students with feedback to inform and improve their learning. (C4.4)
- The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). (C4.5)
- The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). (C4.6)
- The school analyses assessment data to inform teaching and learning. (C4.7)
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work. (C4.8)

Policy Review:

The Principal and IB MYP/DP Coordinator, in consultation with the Director, will revisit the HIS MYP/DP Assessment Policy on an annual basis to ensure that the document is consistent with IB philosophy, standards and practices, and rules and regulations.

A more comprehensive review of the document, by an Assessment Policy Committee, will be held in three-year cycles from the date of adoption, using the following guidelines:

- Alignment with IB Programme of Standards and Practices for the MYP and DP
- Alignment with the current HIS Vision, Mission and Philosophy guiding statements
- Reflection and critical analysis of:
 - the validity and relevance of specific components of the current assessment policy and practices
 - assessment data prior to review
- Alignment with research-based best practices for assessment of teaching and learning
- Collaborative input and participation from stakeholders in the review and rewriting

This policy review was undertaken by the Assessment Policy Committee in the academic year: 2016-2017. The chair of the committee was Charmagne Braden and members of the team were Joy Biswas, Laura Hogg, Marguerite Impey, Anne Rail, Sky Riber, Brendan Tobin, Andrea Willis, and Svodai Zvirawa. All faculty members had the opportunity to provide input and feedback on the document through a consultation process.

Adopted: 11 August 2018