

EISB Assessment Policy

Updated 2022

The IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The EISB mission statement

EISB is an English-speaking, innovative international school which delivers a very high- quality, university-preparatory education to a diverse, international group of students in an empowering environment of creativity and discovery, which inspires a passion for learning, fosters a sense of wonder and curiosity, and teaches responsible global citizenship.

Philosophy

EISB believes that assessment integrates teaching and learning. The use of effective assessment strategies allows the teachers to monitor the progress of student learning and achievement and produce informed feedback for students, parents, and external institutions.

The EISB MYP assessment policy is derived from the IBO assessment philosophy and principles, aligned across MYP and DP programmes.

EISB recognizes that students:

- have differing learning styles.
- have different cultural experiences, expectations and needs.
- perform differently according to the context of learning.
- need to know their achievements and areas for improvement in the learning process.
- should receive feedback that is positive and constructive and measures what students understand, what they can do and what they know.

Assessment in the PYP

Assessment in PYP supports the holistic nature of the programme taking into account the development of a **student as a whole** and it aims to support and encourage student learning in line with the school inclusion policy.

Teachers assess student learning in a range of ways and students themselves are expected to be reflective and to think about their own learning. Teachers are responsible for structuring varied and valid assessment strategies and feedback techniques that will allow students to demonstrate achievement according to the objectives for each grade level. These include:

- writing samples
- benchmarks and continuums
- structured observations
- anecdotal records
- performance tasks
- standardized assessment
- rubrics or guiding descriptors
- portfolios of work
- teacher/parent conferences
- formal reports

In keeping with the ethos of approaches to learning, EISB also makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students and parents with detailed feedback on their progress as it relates to the assessment criteria for each grade level.

The assessment within each grade is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement. Each criterion is divided into **achievement levels/grades** (numerical value) that appear in bands and each band contains general, qualitative value statements called **level descriptors**. (See table after Assessment in the MYP.)

Reporting to parents is done through:

- Individual conferences
- Progress reports
- Student portfolios

Continuous assessment

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each grade level. Regular school assessment and reporting play a major role in:

- the students' and parents' understanding of the objectives and assessment criteria
- the students' ability to generate personal learning objectives
- the development of the curriculum according to the principles of the programme.

Formative assessment

Through formative assessment teachers provide meaningful feedback to students in order to improve their learning and to achieve their potential. Student peer and self-assessment can be important elements of formative assessment. Examples of formative assessments include: observations, anecdotal records, checklists, rubrics, thinking routines, class discussions, etc.

Summative assessment

Summative assessments are applied in mathematics at the end of each unit to measure the outcome of student learning. This data is used to drive course improvement and to assess teaching effectiveness.

Approaches to learning in EISB assessment

Students also enhance their Approaches to Learning (ATL) skills by recording their own understanding about learning through self-evaluation and reflection. Students are actively encouraged to evaluate their strengths and weaknesses and reflect on their success.

Assessment in the MYP

Assessment in the MYP supports the holistic nature of the programme, taking into account the development of a student as a whole. It aims to support and encourage student learning. EISB follows the MYP rules for assessment, including the use of subject-specific criteria, the grade boundaries, and level descriptors. Assessments within each subject are designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement.

Subject teachers introduce students to the relevant MYP criteria at the start of each year, a part of the course syllabus. This document also includes rules regarding late work and the timeline for teacher feedback.

In keeping with the ethos of the MYP Approaches to Learning, EISB also makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Continuous assessment

Teachers organize continuous assessment over the course of the programme, according to the subject-specific criteria. Regular school assessment and reporting play a major role in:

- the students' and parents' understanding of the objectives and assessment criteria
- the students' preparation for final assessment
- the development of the curriculum according to the principles of the programme.

The objectives for years 1, 3 and 5 of the programme are provided in the subject group guides, and their use is mandatory. Subject group objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of each guide. Together these objectives reflect the knowledge, understanding and skills that students need in order to be successful in the MYP; they represent essential aspects of each subject group. (See each subject guide for specific objectives and assessment).

Formative assessments: allow teachers provide meaningful feedback to students in order to improve their learning and to achieve their potential. Peer and self-assessment can be important elements of formative assessment.

Summative assessments: are part and culmination of every unit and are designed to provide evidence for evaluating the student's achievement using required MYP subject group-specific criteria. Depending on how a unit is structured, summative assessments may also occur at other points within a unit; students will be informed as to whether a task is formative or summative.

Formative and summative assessments can take many forms. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations and research
- organized debates
- hands-on experimentation
- analysis and reflection
- Process journals
- Portfolio assessment
- Compositions, presentations, or performances

Deadlines

Teachers will set deadlines for tasks/assessments as they deem appropriate. Students who do not hand in an assignment by the deadline will be given a one-week grace period. After that, the assignment will be given a "0." Teachers will also create their own homework policy, which will be shared with students at the start of the course.

Feedback

Teachers will give feedback/grades on assignments within two weeks of collecting them. Feedback may be in the form of comments on Managebac, written comments on the assignments, or any other appropriate system. Criteria grades will be posted on Managebac.

Determining achievement levels

For both formative and summative assessments, teachers use the MYP guidelines, to determine achievement levels for each criterion being assessed. Student work is judged against the descriptors. As each descriptor represents more than one numerical level, teachers use their professional judgment to determine which descriptor best fits the work, and whether the student work is at the lower or the higher end of the descriptor. The appropriate grade is awarded accordingly.

For each Subject Group, the four (4) Criteria are as follows:

Subject Group	A	B	C	D
Arts	Knowing and Understanding	Practicing Skills	Thinking Creatively	Responding
Design	Enquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Math	Knowing and Understanding	Investigating Patterns	Communicating	Applying Math
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Demonstrating
Sciences	Using Knowledge	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science

Determining the grade

In accordance with MYP standards and practice, MYP grades are not calculated as an average. Teachers look at all the work for a given time period and grades are awarded according to the trend of the student's results.

Teachers also periodically standardize assessment with each other to ensure that the criteria are understood in the same way across subject areas and the MYP as a whole.

Approaches to learning in EISB assessment

Students also enhance their Approaches to Learning (ATL) skills by recording their own understanding about learning through self-evaluation and reflection. Students are actively encouraged to evaluate their strengths and weaknesses and reflect on their success.

EISB grade reporting

Current grades should always be available on Managebac, and it is the responsibility of all teachers to update their gradebooks accordingly. EISB has four official grade report times.

Timeline	Form of reporting	Contents
October or November	Interim reports and Parent Conferences	Levels of achievement: effort, behavior, work Progress on Personal Project (MYP 5 only)
January	MYP Semester Reports and Official Slovak Half-year Grade report (Vypis z klasifikacie)	<p>MYP Student Report:</p> <ul style="list-style-type: none"> • MYP grades (criteria achievement levels out of 8 and overall level of achievement for the subject out of 7) • Teacher comments • ATLs • Service as Action if needed • Progress on Personal Project (MYP 5 only) <p>Official Slovak Half-year Grade report (Vypis z klasifikacie):</p> <ul style="list-style-type: none"> • overall level of achievement for the subject out of 7 for Semester 1 • passing average • conduct grade for Semester 1
March or April	Interim reports and Parent Conferences	Levels of achievement: effort, behavior, work
June	MYP Student Reports and Official Slovak End-of-year grade report (Vysvedčenie)	<p>MYP Student Report:</p> <ul style="list-style-type: none"> • MYP grades (criteria achievement levels out of 8 and overall level of achievement for the subject out of 7) • Teacher comments • ATLs • Service as Action if needed • Internal PP Grade (MYP 5 only)* <p>Official Slovak End-of year Grade report (Vysvedčenie):</p> <ul style="list-style-type: none"> • an overall level of achievement for the subject out of 7 for both semesters • passing average • conduct grade for both semesters

PYP and MYP are graded according to a 7-point scale.

Grade	PYP Descriptors	MYP Descriptors
1	<p>Experiencing Significant Difficulty:The student understands very little of the taught content and experiences significant difficulty in using the taught skills. The student cannot effectively apply the taught skills, even when the teacher assists.</p>	<p>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.</p>
2	<p>Experiencing Difficulty: The student has a limited understanding of the taught content, or has mixed understanding. The student experiences difficulty in certain areas, while some other areas are of a more acceptable level. The student can only use the taught skills fully if the teacher assists.</p>	<p>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.</p>
3	<p>Demonstrating Understanding: The student understands most of the taught content, and can use the taught skills in some types of situations which were practiced in class. There are some contents or skills which are weaker, and the student requires some teacher assistance to use these skills fully at their expected year group level.</p>	<p>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.</p>
4	<p>Managing Comfortably: Overall, the student understands the taught content, and can use the taught skills in the types of situations which were practiced in class. There may be some content or skill which is weaker, but there are no areas of major concern. In situations involving the taught content and skills, the student <i>is starting to</i> analyze situations, combine different content and skills, and make conclusions based on evaluation of all available data, particularly when supported.</p>	<p>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.</p>
5	<p>Competent: The student shows good understanding of the taught content, and can use the taught skills in a few different types of situations with support. In situations involving the taught content and skills, the student <i>occasionally</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. With support, the student <i>is starting to</i> provide their own creative solutions, useful ideas, and new ways of looking at things.</p>	<p>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.</p>
6	<p>Capable and Competent: The student fully understands the taught content, and can use the taught skills in a few different types of situations. In situations involving the taught content and skills, the student <i>usually</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student <i>occasionally</i> provides their own creative solutions, useful ideas, and new ways of looking at things.</p>	<p>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.</p>
7	<p>Highly Capable & Competent: The student fully understands the taught content, and can use the taught skills in many different types of situations. In situations involving the taught content and skills, the student analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student <i>often</i> provides their own creative solutions, useful ideas, and new ways of looking at things.</p>	<p>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.</p>

Conditions for Joining DP from MYP 5

The student may be required to complete additional work if either of the following conditions apply:

1. The school requirements for Service as Action are not completed.
2. The Personal Project receives a failing grade.*

*Note: The IB does not report Personal Project grades until August. Starting in 2023, students will receive an internal pass/fail based on the EISB moderated grade submitted to the IB.

Assessment in the DP

Assessment in the DP is similar to PYP and MYP in many ways, but with some important differences. Completing the DP requires several important components.

Internal assessment

Internal or teacher assessments are used for most courses. This may include: oral work, fieldwork, laboratory work, or artistic performances. These normally contribute between 20% and 30% of the subject assessment, but can account for as much as 50% in some courses. Internal assessments allow students to provide evidence of achievement against objectives that do not lend themselves to external examination. Such work can be very flexible in the choice of topic, making internal assessment a valuable addition to students' education and improving the validity of the assessment process and learning experience as a whole. To ensure the marking reliability of internally assessed work, every school has a sample of their marking re-marked by a moderator. In each subject, teachers communicate clearly a very specific list of criteria to assess and guidelines about each criterion marking.

External assessment

External assessments are also completed by students as part of regular classwork, but rather than a sample, all of them are sent directly to the IB to be marked by IB examiners.

Examinations form the basis of the assessment for most courses. They can include essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, or multiple-choice questions (though these are rarely used). The final exam schedule in May of DP 2 is designed based on the IBO Exam Schedules document for the given session. This detailed schedule is given to the students about a month before the exam session.

The DP also uses the 1-7 scale.

Grade	Description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre

2	Poor
1	Very poor

CAS

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Program (PYP) and Middle Years Program (MYP). The CAS program formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed. A school's CAS program is evaluated as part of the school's regular program evaluation and self-study process that assesses the overall implementation of the DP.

Extended Essay

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. As a core component of the DP, the extended essay is mandatory for all students. All extended essays are externally assessed by examiners appointed by the IB.

Theory of Knowledge(TOK)

The TOK course is assessed through an oral presentation and a 1,600-word essay. The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point. The TOK Essay is completed during the course and is graded externally by IBO examiners.

Core requirements for the award of the IB Diploma

The IB diploma is awarded based on performance across all parts of the DP. Each subject is graded 1–7, as listed above. TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. (See chart below.)

Extended Essay	Theory of Knowledge(TOK)					
	Band	A	B	C	D	E or N
A		3	3	2	2	Failing Condition
B		3	2	2	1	

	C	2	2	1	0	
	D	2	1	1	0	
	E or N	Failing Condition				

The overall maximum points from subject grades, TOK and the EE is therefore 45: $(6 \times 7) + 3$. The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional requirements for awarding the diploma

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE, or any contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

DP grade reporting

DP grade reporting follows the EISB chart above, with some addition/exceptions as follows. Current grades should always be available on Managebac, and it is the responsibility of all teachers to update their gradebooks accordingly.

Timeline	Form of reporting	Contents
Year 1		
January	DP Semester Reports	DP Student Report includes: <ul style="list-style-type: none"> ● CAS and Extended essay comments
May/June	End of Year Exams	At the end of DP1, the students sit an exam for each chosen subject. The exams include questions from all the topics studied in year 1. The main role of these exams is to expose students to

		exam conditions, as practice for the exam session at the end of year 2.
June	DP Student Reports	DP Student Report includes: <ul style="list-style-type: none"> • CAS and Extended essay comments
Year 2		
January	DP Semester Reports	DP Student Report includes: <ul style="list-style-type: none"> • CAS and Extended essay comments
February	Mock Exams	Students sit a mock exam for each chosen subject. The results are given as a grade on the scale 1 to 7, using the grade boundaries specific to each subject. The exams include questions from all the topics studied from the beginning of the programme. The subject teacher marks the exams according to the IB official mark schemes
March	Interim reports and Parent Conferences	Mock exams grades will be included as well.
April	Predicted Grade	A predicted grade is a teacher's estimation of the grade a student is likely to achieve in a subject based on the general candidate's performance.
May	Final Exams	Students sit final exams in all DP courses.
July	Final exam grades	The final exam grades come out in early July.

References

MYP: From Principles to Practice (2016)
Handbook of procedures for the Middle Years Programme: Assessment 2020
EISB Personal Project Handbook
Spríevodca školským rokom 2020/2021 (Slovak Ministry of Education - Internal Documents)
<https://www.minedu.sk/data/att/16787.pdf>

Primary Years Programme Learning and teaching (Updated February 2019)