



DANILA KUMAR
INTERNATIONAL SCHOOL
GOGALOVA 15
1113 LJUBLJANA
SLOVENIA

ASSESSMENT POLICY

MISSION AND PHILOSOPHY STATEMENT OF DKIS

Danila Kumar International School offers two transformational, trusted, and reputable International Baccalaureate programmes: The Primary Years and the Middle Years Programme (first three years). These programmes ensure high-quality education that encourages lifelong personalised learning and supports learner agency.

With stimulating and supportive learning spaces and environments we scaffold quality learning and the development of our students.

A comprehensive, inquiry-based and student-centred approach to teaching and learning focuses on inclusivity and fosters intellectual, physical, emotional and social development, in order to develop good learning habits and promote positive attitudes, which we monitor and scaffold with rigorous and holistic assessment.

We place strong emphasis on timeless concepts, intercultural understanding, respect, multilingualism and global citizenship, which aim to create a better and more peaceful world.

This document highlights the assessment philosophy and implementation in the school's Primary Years Programme (PYP) and Middle Years Programme (MYP).

updated May, 2019

based on IB PYP guide "From Principles into Practice"
and IB MYP guide "From Principles into Practice"

ESSENTIAL AGREEMENTS

The assessment in the PYP and MYP is holistic. Teachers use various tasks, strategies and tools to give every student the possibility to develop to the best of their ability in their own way. Alongside subject teachers, students, peers, and other teachers, outside experts and the school community are also included in the assessment to help create a culture of continuous learning and intellectual growth. The portfolio is an essential part of the PYP and MYP assessment process.

PURPOSE OF ASSESSMENT

At Danila Kumar International School (DKIS) we believe assessment is integral to all teaching and learning. It is central to the PYP and MYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge,
- the understanding of concepts,
- the mastering of skills,
- the development of dispositions (attitudes),
- the decisions to take action and reflect upon it, to support development of the IB Learner Profile attributes and to evaluate programmes,
- to identify student needs.

Both teachers and students should be actively engaged in assessing student progress as part of the development of wider critical thinking and self-evaluation skills. A very important element of assessment is also peer evaluation and parent reflection.

Teachers should also be concerned with evaluating the effectiveness of the programme. The PYP and MYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and children, the teacher generates questions which guide structured inquiry and instruction. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning.

Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyse student learning, and the effectiveness of our teaching, and acts as a foundation on which to base our future planning and practice.

Effective assessment should enable **students** to:

- be actively engaged in assessment
- share their learning and understanding with others

- demonstrate a range of knowledge, conceptual understanding and skills
- know and understand in advance the criteria for producing a quality product or performance
- participate in reflection, self- and peer-assessment
- act on constructive feedback
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- help them to reflect on their progress, set goals for their learning and engage them in making decisions about what they need to do to achieve these goals
- highlight their strengths and demonstrate mastery and expertise

Assessment capable **teachers** should:

- use different assessment tools and strategies to monitor, document and measure learning to inform learning and teaching
- offer timely, specific and well-considered feedback to better support learning
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- reflect on their practice
- adjust their teaching based on data

Effective assessments allow **parents** to:

- see evidence of student learning and development
- understand the learning goals
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning.

Effective assessments allow **school** to:

- use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching
- make decisions about targeting resources
- support professional developmental needs

COMMON CHARACTERISTICS AND PRINCIPLES OF ASSESSMENT in the PYP PROGRAMME and in the MYP PROGRAMME

MAIN CHARACTERISTICS

- Authentic: making connections to the real world to promote student engagement.
- Clear and specific: includes learning goals, success criteria and the process students use to learn.
- Varied: uses a wider range of tools and strategies.
- Developmental: focuses on an individual student's progress rather than their performance in relation to others.
- Collaborative: engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

MAIN PRINCIPLES

- It should be humane for all.
- Procedures should be understood by teachers, students and parents.
- It should take into account the backgrounds, needs and prior experience of students.
- Various assessment strategies, activities and tools should be used in the teaching/learning process to support all student needs (differentiation).
- Procedures for summarising and interpreting students results and learning processes should provide accurate and informative analysis of student work.
- Assessment must support the student's development as a whole.

TYPES OF ASSESSMENT

Assessment for learning is:

- learner-centred,
- forward thinking and
- involves the entire learning community.

A collaborative effort that starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance.

Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions.

Assessment produces evidence of student learning. It provides insights into students' understanding, knowledge, skills and dispositions. Assessment means for teachers to personalise learning and for students to self-adjust based on emerging data and feedback from teachers and peers.

Assessment as learning promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment of learning is an integral part of learning. At appropriate points of the inquiry it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

	Assessment FOR learning	Assessment OF learning	Assessment AS learning
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artefacts Observations and feedback Questionnaires	Limited student involvement Quantitative data Tests, exams, standardised tests Indication of skills and knowledge acquisition or mastery	Students are active agents in their own learning by developing and using meta-cognitive strategies to: <ul style="list-style-type: none"> • plan learning goals • monitor goals • reflect in order to modify

	Teacher/student dialogues/conferences	Based on teacher judgment	learning and to adjust learning.
	Context-based	Norm- or criteria-referenced	
	Informal		
	Indication of process		
	Indication of knowledge/skill application		

HOW WE ACTUALLY DISCOVER WHAT THE STUDENTS HAVE LEARNT AND KNOW?

ASSESSING

At DKIS, teachers put to use a range of assessments which demonstrate student achievements.

Continuous, on-going assessment: provides insight into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the children in order to differentiate instruction. Feedback from assessment allows for the improvement of the overall programme.

The stages of continuous, on-going assessment:

Pre-assessment: occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked, and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This helps learners to improve their knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps students who are low achievers to make significant improvements in their understanding.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learnt.

It can assess several elements simultaneously: it informs and leads to improvement in student learning

and the teaching process; it measures understanding

PYP: of the central idea, lines of inquiry, concepts and questions, and prompts students towards action;

MYP: statement of inquiry, key and related concepts, global context, questions (factual, conceptual, debatable), and action.

Assessment in the classroom includes:

- using representative samples of student work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- language acquisition placement assessment
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of students' work

Assessment of students with learning support requirements

Individual learning support plans and inclusive assessment arrangements are designed for students with learning support requirements, and as stated in the school Inclusion/SEN Policy, which also applies for ESL/EAL students.

Integration with other school policies

This policy should be used together with the school's Language, Integration/SEN and Academic Honesty policies.

The assessment component can itself be subdivided into closely related areas:

- Planning/ Monitoring – how to plan and check the progress of learning through a variety of assessment strategies
- Documenting/ Recording – how we collect and evidence learning and performance of understanding
- Measuring – aims to capture and analyse what a student has learned at a particular point in time (in the first term, at the end of the school year)
- Reporting – how we pass on the information

PLANNING/ MONITORING ASSESSMENT

The DKIS values the use of a variety of assessment strategies during the PYP and MYP programme to gather information about students’ learning. Teachers ensure that they assess their students’ performances fairly, fully and appropriately by selecting and using various assessment tools. All our teachers keep assessment records for individual students.

Strategies	Tools
Observation	Anecdotal records, checklists, rubrics, continuum
Selected responses	Continuums, checklists, exemplars
Performance assessment	Rubrics, checklists, anecdotal records, benchmarks/exemplars
Open-ended tasks	Rubrics, exemplars, anecdotal notes, continuums
Process focused assessment	Rubrics, anecdotal records, checklists, continuum
Portfolio	Rubrics, checklists, exemplars, anecdotal records

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding.

Various categories of tasks that are broadly represented:

compositions—musical, physical, artistic, creation of solutions or products in response to problems, essays, examinations, questionnaires, investigations, research, performances, presentations—verbal (oral or written), graphic (through various media).

Who performs assessment
Teacher
Student (self-assessment)
Parents
Peers
External (Ministry, IB)

Audience beyond classroom (other classes, community)

Experts from public institutions

DOCUMENTING/ RECORDING

The assessment strategies described earlier may be used to devise and develop assessment tasks. The following tools can be used to collect evidence of student achievement in each unit. They can be used to document learning.

Anecdotal records	<p>Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding.</p> <p>Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning.</p>
Continuums/ Points/ Percentages	<p>Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process.</p>
Exemplars	<p>Samples of students' work can serve as concrete standards against which other samples are judged.</p>
Checklists	<p>These are lists of attributes or elements that should be present in a particular response to a task.</p> <p>Checklists are useful when used formatively, as they could be applied by either the teacher or student.</p>
Descriptors/ Criteria/ Levels	<p>Descriptors/ criteria/ levels, and goal setting with students engages them in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know their learning goal and the criteria for reaching it.</p>
Rubrics	<p>An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.</p>
Portfolio	<p>An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.</p>

MEASURING

Measurement tools can be used to provide further data to support a whole picture of student achievement and progress in learning.

We consider that measurement is sustainable and reasonable in terms of time and resources, both for the students and the teachers (e.g., grading, response time, and methods).

More info: Determining Final Grades

REPORTING

Reporting on assessment at DKIS includes communicating what students know, understand and can do well and also how they develop their personal and social skills. Reporting involves parents, students and teachers as partners, and is honest, comprehensive and understandable to all parties.

REPORTING TO STUDENTS, PARENTS, AND TEACHERS OCCURS THROUGH:

REPORTING FORMAT

a) Conferences

Student-teacher conferences:

Students and teachers have regular informal conferences, designed to give feedback to students to enhance their reflection on their school work and scaffold their further development.

Individual parent-teacher conferences:

Parents can meet with teachers at monthly parent-teacher conferences, which are held once a month from 4:00 – 5:30 p.m. and weekly conference hours (in the morning) according to a timetable provided in September of that academic year. Parents are welcome to make special arrangements with teachers to meet at other times. Correspondence via e-mail about the arranging time of extra or needed parent-teacher conference via e-mail is also an option.

General Meetings

Three general meetings are planned for each school year. Parents get general information about the programmes, curriculum, objectives, expectations, assessment and achievements of students from their child's homeroom teacher, administration and/or counsellors.

Portfolio Student-led conferences

Student-led Conferences are formal reporting sessions with parents, led by the students themselves. The teacher's role is to guide and prepare the students for this important role. The emphasis is on the

discussion between a child and his/her parent.

The focus of the Student-led Conference is on students' progress – academic and social. Student-led Conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants. Our aim is, however, for a building of skill development beginning and moving through the year levels. Parents will be supported and guided with checklists and suggested questions so that they get the most information possible from their child.

Essential Agreements about Portfolio Assessment

- A portfolio is a form of assessment that students collate together with their teachers.
- It is not just a collection of student work, but a selection - the student must be involved in choosing and justifying the pieces to be included.
- It provides samples of the student's work which show growth over time. By reflecting on their own learning (self-assessment, reflections, assessment tools, teacher comments) students begin to identify the strengths and weaknesses in their knowledge. These weaknesses then become improvement goals.
- The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students when they start the process.

b) E-letters

Projected Grades (MYP)

Parents are additionally informed about students' projected grades in written form in March, April and May, usually on the 15th of that month.

c) Report cards

Written reports – report cards

Students from grade 1 – 8 get reports at the end of each term (twice a year, end of January and end of June). The kindergarten students get report cards only at the end of the school year.

Students get final report cards if they have been enrolled at Danila Kumar for at least 5 months in the school year. If students, grade 1-7, show the required level in all five essential elements of the programme, they may get report cards even if they have been enrolled for at least 3 months without interruption in the school year. Grade 8 students have to be enrolled for at least 5 months without interruption in grade

8 to get the final report card before they leave our school.

Grade 1 to grade 8 students can be absent only up to 5 days for non-medical reasons.

A minimum of 75 % attendance in general is required for all courses, the exception are the students with a special status (sports or cultural) and the kindergarten students.

Written reports are seen as a summative record for students, parents and of the school itself, of a student's progress. Reports clearly indicate areas of strength, areas that need improving, and areas where students are involved in providing input (through self-assessment). These are helpful aids to a student's development.

ASSESSMENT – the PYP specific

Monitoring and assessment of the PYP Exhibition:

Inquiry process, group work, organisation, presentation and the action component are the main components of the PYP exhibition process that are monitored and assessed by mentors, teachers, peers, parents and a broader audience. Check lists, rubrics, graphic organisers (PMI), journals, and anecdotal notes are used to assess the whole process as well as the final products and /or performance.

PYP promotion to the next academic year

Generally, students in the first and second grade in the PYP are automatically advanced to the next academic year. If, however, they have a great deficiency in their knowledge or skills, and could therefore have major difficulties in the next academic year, the administration, teachers and parents come to a common agreement whether or not the student can be advanced.

Students of grade 3, 4 and 5 can repeat the class on the basis of a written explanation from the homeroom teacher and teacher subject specialists without the consent of the parents. If a student is an EAL beginner and is in the school for the first year, he/ she is promoted to the next grade level even though he/ she does not reach objectives of a grade.

When minimal objectives at main core subjects are not reached, even though the programme and strategies are adapted and adjusted to the student's needs, individual special lessons and extra help are organised, a student repeats the grade.

PYP Report Card

Primary Years Programme students are not given grades as such, but are assessed holistically, determining their level of reaching the objectives of the programme below, at, or above the required level. Anecdotal notes – comments - give more detail information about students' work and achievements during the school year.

Assessment in the MYP is based on the IBO's own guide 'From Principles into Practice'. Our specific implementations are described below.

MYP-related assessment principles

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the Service/Community project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

The MYP requires teachers to organize continuous assessment, over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

Throughout the school year, students are assessed against the subject-specific criteria prescribed by the IBO and defined in the subject guides. The students are trained to understand the criteria right from the beginning of MYP 1. The criteria are posted on the wall of their classroom and glued in their subject notebooks.

Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

Students should:

- have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- be aware of the weighting of each assessment in the overall assessment scheme.
- receive clear and timely feedback regarding assessment outcome.
- be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment.

Assessment according to the subject group assessment criteria

The MYP teachers use modified subject – specific assessment criteria for years 1-3. They are the basis for designing task specific rubrics - task clarifications when criteria-based assessment of the students’ performance take place.

ASSESSMENT CRITERIA FOR MYP SUBJECT GROUPS FOR YEAR 3

	CRITERIA OF ASSESSMENT FOR LANGUAGE AND LITERATURE	
A	<p>ANALYSING</p> <p>The student identifies and explains the content, context, language, structure, technique and style of text(s) and the relationships among texts.</p> <p>The student identifies and explains upon the effect of the creator's choices on an audience.</p> <p>The student justifies opinions and ideas, using examples, explanations and terminology.</p> <p>The student interprets similarities and differences in features within and between genres and texts.</p>	/8
B	<p>ORGANISING</p> <p>The student employs organizational structures that serve the context and intention.</p> <p>The student organizes opinions and ideas in a coherent and logical manner.</p> <p>The student uses referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	/8

C	<p>PRODUCING TEXT</p> <p>The student produces texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.</p> <p>The student makes stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>The student selects relevant details and examples to develop ideas.</p>	/8
D	<p>USING LANGUAGE</p> <p>The student uses appropriate and varied vocabulary, sentence structures and forms of expression.</p> <p>The student writes and speaks in an appropriate register and style.</p> <p>The student uses correct grammar, syntax and punctuation.</p> <p>The student spells and pronounces with accuracy.</p> <p>The student uses appropriate non-verbal communication techniques.</p>	/8
	TOTAL:	/32

CRITERIA OF ASSESSMENT FOR LANGUAGE ACQUISITION GENERAL***		
A	<p>COMPREHENDING SPOKEN AND VISUAL TEXT</p> <p>The student listens for specific purposes and responds to show understanding. The student interprets visual text that is presented with spoken text. The student engages with the text by supporting opinion and personal response with evidence and examples from the text.</p>	/8
B	<p>COMPREHENDING WRITTEN AND VISUAL TEXT</p> <p>The student reads for specific purposes and responds to show understanding. The student interprets visual text that is presented with written text. The student engages with the text by supporting opinion and personal response with evidence and examples from the text.</p>	/8
C	COMMUNICATING IN RESPONSE TO SPOKEN, WRITTEN AND VISUAL TEXT	/8

	<p>The student interacts and communicates in various situations.</p> <p>The student expresses thoughts, feelings, ideas, opinions, and information in spoken and written form.</p> <p>The student speaks and writes for specific purposes.</p>	
D	<p>USING LANGUAGE IN SPOKEN AND WRITTEN FORM</p> <p>The student organizes thoughts, feelings, ideas, opinions and information in spoken and written form.</p> <p>The student develops accuracy when speaking and writing in the target language.</p>	/8
	TOTAL:	/32

***These are only general expectations. Students are divided into 6 phases.

CRITERIA OF ASSESSMENT FOR MATHEMATICS		
A	<p>KNOWING AND UNDERSTANDING</p> <p>The student selects the appropriate mathematics when solving problems in both familiar and unfamiliar situations.</p> <p>The student applies the selected mathematics successfully when solving problems.</p> <p>The student solves problems correctly in a variety of contexts.</p>	/8
B	<p>INVESTIGATING PATTERNS</p> <p>The student selects and applies mathematical problem-solving techniques to discover complex patterns.</p> <p>The student describes patterns as relationships and/or general rules consistent with findings.</p> <p>The student verifies and justifies relationships and/or general rules.</p>	/8
C	<p>COMMUNICATING</p> <p>The student uses appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations.</p> <p>The student uses appropriate forms of mathematical representation to present information.</p> <p>The student moves between different forms of mathematical representation.</p> <p>The student communicates complete and coherent mathematical lines of reasoning.</p>	/8

	The student organizes information using a logical structure.	
D	<p>APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS</p> <p>The student identifies relevant elements of authentic real-life situations.</p> <p>The student selects appropriate mathematical strategies when solving authentic real-life situations.</p> <p>The student applies the selected mathematical strategies successfully to reach a solution.</p> <p>The student explains the degree of accuracy of a solution.</p> <p>The student explains whether a solution makes sense in the context of the authentic real-life situation.</p>	/8
	TOTAL:	/32

CRITERIA OF ASSESSMENT FOR SCIENCES		
A	<p>KNOWING AND UNDERSTANDING</p> <p>The student describes scientific knowledge.</p> <p>The student applies scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations.</p> <p>The student analyses information to make scientifically supported judgments.</p>	/8
B	<p>INQUIRING AND DESIGNING</p> <p>The student describes a problem or question to be tested by a scientific investigation.</p> <p>The student outlines a testable hypothesis and explains it using scientific reasoning.</p> <p>The student describes how to manipulate the variables, and describes how data will be collected.</p> <p>The student designs scientific investigations.</p>	/8
C	<p>PROCESSING AND EVALUATING</p> <p>The student presents collected and transformed data.</p> <p>The student interprets data and describes results using scientific reasoning.</p> <p>The student discusses the validity of a hypothesis based on the outcome of the scientific investigation.</p> <p>The student discusses the validity of the method.</p>	/8

	The student describes improvements or extensions to the method.	
D	REFLECTING ON THE IMPACTS OF SCIENCE The student describes the ways in which science is applied and used to address a specific problem or issue. The student discusses and analyses the various implications of using science and its application in solving a specific problem or issue. The student applies scientific language effectively. The student documents the work of others and sources of information used.	/8
	TOTAL:	/32

CRITERIA OF ASSESSMENT FOR INDIVIDUALS AND SOCIETIES		
A	KNOWING AND UNDERSTANDING The student uses a range of terminology in context. The student demonstrates knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	/8
B	INVESTIGATING The student formulates/ chooses a clear and focused research question, explaining its relevance. The student formulates and follows an action plan to investigate a research question. The student uses methods to collect and record relevant information. The student evaluates the process and results of the investigation, with guidance.	/8
C	COMMUNICATING The student communicates information and ideas in a way that is appropriate for the audience and purpose. The student structures information and ideas according to the task instructions. The student creates a reference list and cites sources of information.	/8

D	THINKING CRITICALLY The student analyses concepts, issues, models, visual representation and/or theories. The student summarizes information to make valid, well-supported arguments. The student analyses a range of sources/data in terms of origin and purpose, recognising value and limitations. The student recognizes different perspectives and explains their implications.	/8
	TOTAL:	/32

CRITERIA OF ASSESSMENT FOR ARTS		
A	KNOWING AND UNDERSTANDING The student demonstrates knowledge of the art form studied, including concepts, processes, and the use of appropriate language. The student demonstrates knowledge of the role of the art form in original or displaced contexts. The student uses acquired knowledge to inform his/her artwork.	/8
B	DEVELOPING SKILLS The student demonstrates the acquisition and development of the skills and techniques of the art form studied. The student demonstrates the application of skills and techniques to create, perform and/or present art.	/8
C	THINKING CREATIVELY The student outlines a clear and feasible artistic intention. The student outlines alternatives, perspectives, and imaginative solutions. The student demonstrates the exploration of ideas through the developmental process to a point of realisation.	/8
D	RESPONDING	/8

	<p>The student outlines connections and transfer learning to new settings.</p> <p>The student creates an artistic response inspired by the world around him/her.</p> <p>The student evaluate the artwork of self and others.</p>	
	TOTAL:	/32

CRITERIA OF ASSESSMENT FOR DESIGN		
A	<p>INQUIRING AND ANALYSING</p> <p>The student explains and justifies the need for a solution to a problem.</p> <p>The student constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem.</p> <p>The student analyses a group of similar products that inspire a solution to the problem.</p> <p>The student develops a design brief, which presents the analysis of relevant research.</p>	/8
B	<p>DEVELOPING IDEAS</p> <p>The student develops a design specification which outlines the success criteria for the design of a solution based on the data collected.</p> <p>The student presents a range of feasible design ideas, which can be correctly interpreted by others.</p> <p>The student presents the chosen design and outlines the reasons for its selection.</p> <p>The student develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</p>	/8
C	<p>CREATING THE SOLUTION</p> <p>The student constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.</p> <p>The student demonstrates excellent technical skills when making the solution.</p> <p>The student follows the plan to create the solution, which functions as intended.</p> <p>The student explains changes made to the chosen design and the plan when making the solution.</p>	/8
D	<p>EVALUATING</p>	/8

	<p>The student describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution.</p> <p>The student explains the success of the solution against the design specification.</p> <p>The student describes how the solution could be improved.</p> <p>The student describes the impact of the solution on the client/target audience.</p>	
	TOTAL:	/32

CRITERIA OF ASSESSMENT FOR PHYSICAL AND HEALTH EDUCATION		
A	<p>KNOWING AND UNDERSTANDING</p> <p>The student describes physical and health education factual, procedural and conceptual knowledge.</p> <p>The student applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations.</p> <p>The student applies physical and health terminology effectively to communicate understanding.</p>	/8
B	<p>PLANNING FOR PERFORMANCE</p> <p>The student outlines goals to enhance performance.</p> <p>The student designs and explains a plan for improving physical performance and health.</p>	/8
C	<p>APPLYING AND PERFORMING</p> <p>The student demonstrates and applies a range of skills and techniques.</p> <p>The student demonstrates and applies a range of strategies and movement concepts.</p> <p>The student outlines and applies information to perform effectively.</p>	/8
D	<p>REFLECTING AND IMPROVING PERFORMANCE</p> <p>The student describes and demonstrates strategies to enhance interpersonal skills.</p> <p>The student explains the effectiveness of a plan based on the outcome.</p> <p>The student explains and evaluates performance.</p>	/8

	TOTAL:	/32
--	--------	-----

CRITERIA OF ASSESSMENT FOR INTERDISCIPLINARY UNITS		
A	<p>DISCIPLINARY GROUNDING</p> <p>The student demonstrates relevant disciplinary factual, conceptual and/or procedural knowledge.</p> <p><i>* Student must understand disciplinary concepts and skills—as framed by MYP subject-group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding.</i></p>	/8
B	<p>SYNTHESIZING</p> <p>The student synthesizes disciplinary knowledge to demonstrate interdisciplinary understanding.</p> <p><i>* Student integrates knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges in order to explain phenomena or create products.</i></p>	/8
C	<p>COMMUNICATING</p> <p>The student uses appropriate strategies to communicate interdisciplinary understanding effectively.</p> <p>The student documents sources using recognized conventions.</p> <p><i>* Student selects, integrates or innovates communication forms and strategies to explain the results of inquiries. The student develops the capacity to communicate effectively and responsibly with a range of audiences.</i></p>	/8
D	<p>REFLECTING</p> <p>The student reflects on the development of his/her own interdisciplinary understanding.</p> <p>The student evaluates the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.</p> <p><i>* Student evaluates the role of disciplines, weighing his/her relative contributions and assessing his/her strengths and limitations in specific interdisciplinary applications.</i></p>	/8

	<i>Student also explores various areas of knowledge and ways of knowing, and reflects on his/her ability to construct understanding across disciplinary boundaries.</i>	
	TOTAL:	/32

COMMUNITY PROJECT ***

CRITERIA OF ASSESSMENT FOR COMMUNITY PROJECT		
A	<p>INVESTIGATION</p> <p>The student defines a clear goal, and global context for the project, based on personal interests.</p> <p>The student identifies prior learning and subject-specific knowledge relevant to the project.</p> <p>The student demonstrates research skills.</p>	/8
B	<p>PLANNING</p> <p>The student develops a proposal for product/outcome to serve the identified need.</p> <p>The student plans and records the development process of the project.</p> <p>The student demonstrates self-management skills.</p>	/8
C	<p>TAKING ACTION</p> <p>The student creates a product/outcome of the project.</p> <p>The student demonstrates thinking skills.</p> <p>The student demonstrates communication and social skills.</p>	/8
D	<p>REFLECTION</p> <p>The student evaluates the quality of service as action against the proposal.</p> <p>The student reflects on how completing the project has extended his/her knowledge and understanding of the topic/ global context.</p> <p>The student reflects on his/her development of ATL skills.</p>	/8
	TOTAL:	/32

MYP 1 and 2 students are involved in Service Project, MYP 3 students are participating in Community

Project.

Service & Action

Service & Action is an integral part of the MYP and of life at DKIS. At DKIS we are concerned with the **holistic development of students**. We are ardent about the **development of character and personality**. During their time in the MYP, students discover their place and role in communities, from their immediate family and school environment to the world at large. Throughout the MYP, students are encouraged to make connections between the things they learn at school and in their surroundings, as well as thinking about what they can give the community and the benefits the community can bring to them. Having gained awareness of the community, the next step is to take action and to become more involved.

Frequency of subject criteria assessment

Subject	Number of assessments per year
Mathematics	ALL STRANDS OF THE ASSESSMENT CRITERIA WILL BE MET AT LEAST TWICE IN EACH SCHOOL YEAR.
Language and Literature (English)	
Language Acquisition (German, French, Slovenian)	
Sciences (Chemistry, Biology, Physics)	
Individuals and Society (Humanities, Geography, History)	
Design	
Arts (Visual art, Drama, Music)	
PHE	

Internal standardisation of assessment

Where more than one teacher is teaching the same subject group, the process of internal standardisation must take place before final achievement levels are awarded. All subject group teachers comply with essential agreements. At DKIS, internal standardisation happens in subject groups accordingly: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Arts, Physical and Health Education. However, taking into consideration that our MYP department consists of a small staff number and, therefore, the teachers are familiar with each other's work, the internal standardisation is aimed to be present in all the subjects taught.

All MYP teachers must build a shared understanding of MYP criteria. Within the subject groups, they need to identify similarities and differences in their understanding of the statements (descriptors) and use students work to promote discussion, thus coming to a common understanding on the criteria and achievement levels and how they are applied.

Grading

Grading starts in the Middle Years and follows the grading system based on the IBO 1 to 7 scale.

GRADE	DESCRIPTOR
7 excellent	An extremely high standard of work, including the more difficult ideas and skills.
6 very good	A high standard of work, the majority of the more difficult ideas and skills have been mastered
5 good	A good performance; the main ideas and skills were successfully mastered
4 satisfactory	A reasonable overall performance, although some areas of weakness have been shown.
3 marginal	Work completed but significant areas of weakness shown.
2 poor	Work usually completed, but lacking understanding of many important ideas and skills.
1 very poor	Very limited achievement shown.

Value of 0 (zero) in MYP criteria

If a student has not submitted his/her work for assessment after being reminded and given extra time, the student is marked a 0 for the particular criterion being assessed.

Determining a final grade

A final level of assessment for each criterion is awarded holistically, not by averaging the summative performance levels. To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. The MYP approach to assessment recognises the importance of assessing not only the products, but also the process of learning.

The judgment about the final achievement level in each criterion reflects the teacher's professional opinion on the achievement level in each of the criteria at the end of the marking period or school year.

Firstly, teachers analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period. They pay particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

Secondly, to arrive at a criterion levels total for each student, teachers use the official MYP 1-7 scale for grade boundaries and add together the student’s final achievement levels in all criteria of the subject group.

Grade	Boundary guidelines	Descriptor
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.
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.
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.
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.
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.
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.
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.

Source: MYP from principles into practice, used from September 2014

Missed Tasks

If a student is absent, it is expected that the student takes responsibility to find out from teachers or a classmate what learning was missed and how to make up for any missed assignments.

Promotion to next academic year

Students in the MYP are advanced to the next academic year if their final grades in all subjects are equal or higher than 3 (marginal). If their final grades are lower than 3 in 1 or 2 subjects, and if the student has a great deficiency in his or her knowledge or skills, which could lead to major difficulties in the next academic year, the administration and teachers come to a common agreement of whether or not the student can be advanced.

Parents and guardians of MYP 3 students are advised to contact various schools offering high school education for their specific entrance requirements. For example, MYP students who wish to enrol at Gimnazija Bežigrad in Ljubljana to MYP 4, have to achieve at least a final grade 4 **in all subjects** taught in MYP 3, according to their school's admission policy.

Adverse circumstances

In case of adverse circumstances, that is the circumstances beyond the control of the candidate, that might be detrimental to his or her assessment performance (e.g. exceptionally difficult family circumstances, bereavement, or events that may threaten the health or safety of the candidate), special consideration is given to the case, and the student **might** be invited to go through the assessment process to improve his/her grade by the end of the school year (end of August). This is an option only if the student shows a positive attitude towards learning and does not have to undergo another assessment process in more than three subjects.

Appeal Process for Final Level of Achievement

If the MYP student and/or their parent/s disagree with the final level of achievement after receiving the report card, they have 3 days to write a formal letter of complaint to the head of the International School. If the formal letter of complaint is received on time, the head of the department will appoint a panel consisting of 3 teachers; the teacher who gave the original grade is not allowed on the panel.

The panel will review the assessment process in full and based on their findings, they will decide whether the final level of achievement was justified or if the student will be offered the opportunity to repeat the assessment process. If the latter is decided upon, the parents will be informed within 8 days of the panel's decision. The decision of the panel is final.

Report cards

Report cards are brought home by students at the end of each term (twice a year, end of January and end of June); parents have to sign an acknowledgement note upon receipt of the reports which will be brought back to school by their child(ren).

A Middle Years Programme Report consists of comments describing the progress and approaches to learning skills of the pupil at each of the subjects during that term. The first term report consists of the homeroom teacher's report with the evaluation of students' personal and social profile, assessment of Approaches to Learning skills (ATL) for each subject and comments from the teachers and the projected grades. The final report includes assessment criteria and a final grade for each of the subjects, assessment for ATL skills, attitudes and IB learner profile attributes.

At the end of the school year, the students receive a folder of their achievements, which includes a complete report for each subject, including interdisciplinary unit, a service/community project report, and a profile report (attendance, lateness, awards, etc.).

MYP Portfolio

Goal setting

For each subject, students decide, in September, on one goal that they would like to concentrate on during the school year (e.g. English-spelling, Mathematics-multiplication tables, History-research more sources, developing organisational skills or confidence). To make sure that the goals are achievable and specific, they are asked to write how they will go about meeting them. In January, students must review their goals and reflect upon if they were successful. They then decide if they should keep the same goals or make new ones. These goals are included in their portfolio and are shared with the parents on Portfolio Day - part of the Portfolio assessment.

Types of portfolios

Subject portfolio

A folder kept in the classroom in which students keep their work pieces. This portfolio shows the progress in a subject over the course of one year or consecutive years. All subject folders are shared with parents in January, for the first Student-led Conference.

MYP portfolio

The MYP portfolio is a collection of student work, which is put together in April, and is used for the student-led conference with parents. The portfolio is organised according to subjects and consists of the students' selection of their work in each subject, with some guidance from

subject teachers. It also contains the students' personal goals for the school year, self-evaluation of work, peer assessment of the portfolio and reflection on the elements of the programme (IB learner profile, ATL skills implementation and personal development, involvement in Service as Action) as well as certificates and reports of the students' other achievements (Reading Badge, Service/ Community Project Certificates, Special Awards). At the end of each school year, students reflect on their work and select three pieces of their best work along with other awards and certificates, leaving them in portfolios to be accumulated during their years at our school. Pieces of work they are particularly proud of remain in the portfolio year after year.

GLOSSARY

Assessment strategies	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from a wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from a nonparticipant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessments	Students are observed often and regularly, and the observations are

	<p>recorded by noting typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimises writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.</p>
<i>Selected responses</i>	<p>Single occasion, one-dimensional exercises, tests and quizzes are the most familiar examples of this form of assessment.</p>
<i>Open-ended tasks</i>	<p>Situations in which students are presented with a stimulus and asked to communicate an original response, in which the answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.</p>
<i>Portfolios</i>	<p>An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.</p>

Assessment tools	
<i>Rubrics</i>	<p>An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a</p>

	<p>predetermined scale. Rubrics can be developed by students as well as by teachers.</p>
<p><i>Exemplars</i></p>	<p>Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.</p>
<p><i>Checklists</i></p>	<p>These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.</p>
<p><i>Anecdotal records</i></p>	<p>Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organised.</p>
<p><i>Continuums</i></p>	<p>These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.</p>