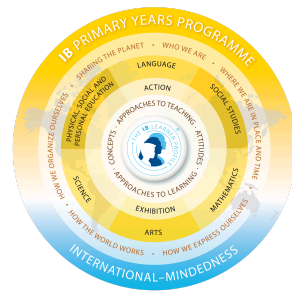
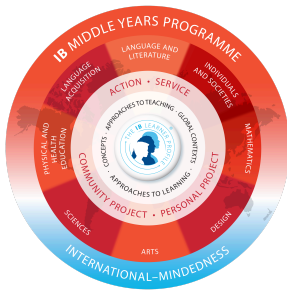


# THIS: Trondheim International School

## Assessment and Reporting Policy



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## Vision

Building Global Citizens

## Mission Statements at THIS

THIS is an IB world school that creates independent, knowledgeable and caring individuals. THIS fosters life long learners in a safe and supportive environment.

THIS provides academic excellence through a high quality education.

THIS develops values and skills for the world of tomorrow.

THIS inspires action and contributes to the local, national and international communities

## Rationale/Purpose for the Policy

The IB Learner Profile is embedded in the mission of Trondheim International School and is the heart of our Programmes of Inquiry. The learner profile and the Approaches to Learning are the foundation of this policy. As an IBO World School, THIS 's policies promoting Assessment and Reporting closely follows the IB Publications, *MYP: From Principles into Practice (2014)*, *Making the PYP Happen: A Curriculum Framework for International Primary Education and Making the PYP Happen, Pedagogical Leadership in a PYP School (2009)*.

In developing and enforcing this policy the Learner Profile is directly linked. We encourage our students to be:

Knowledgeable - who explore and develop knowledge within assessment parameters that have local and global significance

Thinkers - who apply thinking skills to recognise complex problems and utilise strategies to resolve in line with the assessment objectives

Open-minded - who seek and evaluate a range of points of view, and we are willing to grow from the assessment experience

Risk-taker - who demonstrate a willingness to engage in new assessment strategies to express learning and develop new skills

Reflective - who thoughtfully consider assessment feedback provided during the learning process. They consider the strengths and weaknesses in order to enhance learning and personal development

In developing and enforcing this policy Approaches to Learning are directly linked. We encourage our students to develop the following:

Self-Management - set goals that are challenging and realistic, plan strategies and take action to achieve personal and academic goals, managing state of mind, identify strengths and weaknesses, flexible use of learning strategies

Social - make fair and equitable decisions, help others to succeed

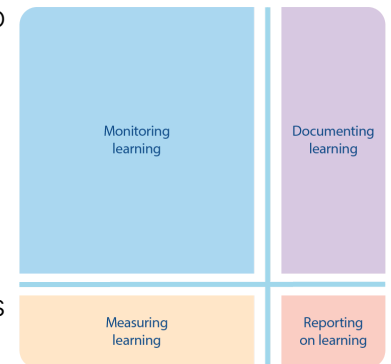
Communication - give and receive meaningful feedback, negotiate ideas and knowledge with peers and teachers

Thinking - apply skills and knowledge in unfamiliar situations, revise understanding based on new information and evidence

Research - seek a range of perspectives from multiple and varied sources for assessments, (ensures sources used are cited using MLA convention as per year level expectations)

## Philosophy

At Trondheim International School assessment and reporting is integral to the learning process. The different phases of the assessment and reporting process seeks to facilitate the acquisition of knowledge, conceptual understanding, mastering of skills, development of academic attitudes, along with ability to make choices translating learning into action. Assessment defines what students know, understand, can do and articulate at different stages in the learning process. Reporting is used to gather, analyse and communicate information related to student performance to the school community. This allows students and teachers to set specific goals to base future curriculum planning and practice.



At Trondheim International school, we further believe assessment and reporting is about providing accurate and timely information about student learning that provides positive and constructive feedback for the school community. Reporting is an effective way of relaying information about student assessment to internal and external stakeholders. It consists of a variety of mediums which may include in-class formative feedback, updates in the school's student information system along with student report cards/unit assessments, student portfolios, student-led conferences, teacher/parent meetings and formal reports to outside support agencies.

This policy is intended to provide transparency, consistency and understanding of our assessment practices across the school community.

## Essential Agreements

The agreements below are designed to best support student learning in line with the school's and IBO assessment and reporting guidelines.

### Assessing

Our school uses data from assessment and reporting to inform/support:

- Students and parents
- Teachers
- Academic Honesty, Inclusion and Language Policies
- Code of Conduct
- Program planning
- Instruction (differentiation)
- Individual student progress
- Year level progress
- Outside support agencies (such as Child and Family Services / Barn og Familietjeneste / BFT)

## Essential Agreements for Assessments - PYP

In the PYP	What does this look like?
The significant content identified by the school (Program of Inquiry) supports the outcomes of students becoming internationally minded.	Once identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.
Criteria must be known to students	The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.
Assessing individual learning potential using the attributes of the Learner Profile and ATL skills	Rubrics, self-reflections, rating scales, peer edits/feedback, teacher feedback both orally and written, portfolio, interviews, documentation
Measuring demonstration of learning using our Continuum for Learning	The students' learning outcomes are correlated with phases of the learning continuum in our scope and sequence documents
Teachers use a variety of assessment strategies and tools to collect information and evaluate student progress throughout the year. The primary means of assessment is formative and authentic, relying on actual student work, comparisons of growth over time and guided student reflections.	Regular feedback / feedforward during the work process in the form of formative assessments  Rubrics, self-reflections, peer edits/feedback, teacher feedback / feedforward both orally and written
Attendance requirements in line with Norwegian Regulations (See Appendix I)	Contact teacher takes attendance daily

## Essential Agreements for Assessments - MYP

In the MYP	What does this look like?
Assessments are integral to the learning process	Regular feedback during the work process in the form of formative assessments, designed to support the learning outcomes of summative assessment (i.e. culminating task using criteria)
Assessments are aligned with subject group objectives using criteria	Rubrics based on IBO published strands and objectives per published subject guides Task specific rubrics are developed including differentiated rubrics when required
Assessment practices use MYP criteria and focuses on achievement levels	Teacher assesses students level of achievement using task specific rubrics

	<p>Align the student work in relation to the rubric descriptors</p> <p>When determining overall levels of achievement for school reporting, the *best fit (see glossary) is utilized</p>
<p>Assessments gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed</p>	<p>A range of assessment tasks are implemented to allow students to demonstrate their level of achievement to ensure a well rounded approach to record accurately. For example, this may include but is not limited to formative assessments, using new and emerging technologies, experiential learning, service as action, student portfolios, reflections, essays, debates, formal exams (Where levels of achievement are clearly outlined) group/individual performances etc..</p>
<p>Assessments are appropriate to the age group and reflect the development of the students within the subject</p>	<p>Objectives align with year level according to the IBO subject guides, students receive tasks and rubrics which correlate to published interim objectives as specified for each MYP year level/subject or language phases (i.e. Language and Acquisition classes) as applicable. At THIS we use the Yr 1 interim objectives for MYP7, Yr 3 interim objectives for MYP8 and Yr 5 objectives for MYP9 &amp; MYP10.</p>
<p>Assessments provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge)</p>	<p>Tasks are designed to mirror real world applications wherever applicable with transferable skills in which students demonstrate learning (see Appendix II)</p> <p>For example, tasks should be generally transferable out of the classroom and are demonstrated or seen/felt in the school community, for example creating a museum visit to share a deeper understanding of a time in history.</p>
<p>Attendance requirements in line with Norwegian Regulations (See Appendix I)</p>	<p>Office Manager checks attendance daily</p> <p>Contact Teachers monitor the attendance periodically</p> <p>Subject teachers take lesson attendance</p>

## Recording: How we choose to collect and analyze data

PYP	MYP
<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>● UOI plans on the learning platform</li> <li>● Vertical and Horizontal planning</li> <li>● Use of analytics in the platform (i.e. summary reporting)</li> <li>● Record of Student Data</li> </ul>	<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>● UOI plans on the learning platform</li> <li>● Vertical and Horizontal planning</li> <li>● Program Book</li> <li>● Use of analytics on the learning platform (i.e. summary reporting)</li> <li>● Record of Student Data</li> </ul>
<p><u>Reflections</u></p> <p>Unit reflections before, during and after a unit is finished (recorded in unit planning)</p>	<p><u>Reflections</u></p> <p>Unit reflections before, during and after a unit is finished (recorded in unit planning)</p>
<p><u>Student School Environment</u></p> <ul style="list-style-type: none"> <li>● Student School Environment interviews conducted twice a year with analysis and targets recorded</li> <li>● Weekly team meetings to identify concerns</li> <li>● Student Support Team meetings</li> <li>● Record attendance (Appendix I)</li> <li>● Individual teacher records</li> <li>● Student log</li> </ul>	<p><u>Student School Environment / Behavioural</u></p> <ul style="list-style-type: none"> <li>● Student School Environment interviews conducted twice a year, year level targets are defined and agreed on by MYP teacher cohort in collaborative planning session</li> <li>● Weekly team meetings to identify, create appropriate strategy and discuss progress</li> <li>● Individual teacher records (Can be notes, emails and or logs, including ATL progress)</li> <li>● Official letter sent by contact teachers (Appendix III)</li> <li>● Student Log used to monitor minor behaviours</li> <li>● Student Study Team meetings</li> <li>● Record attendance for each day and lesson (Appendix I)</li> </ul>
<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <li>● Formative assessments are ongoing throughout units of inquiry. It provides an opportunity to document the process of learning. Teachers will provide feedback / feedforward.</li> <li>● Student journal entries with goal setting and reflections</li> <li>● Ongoing records kept by teachers, including Learner Profile and ATL development</li> </ul>	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <li>● Formative assessments with comments on the learning platform. Comments should include: What did the student do well?; How can they improve? (At least 1 formative assessment per unit)</li> <li>● Anecdotal records kept by teachers, including focus ATLs and homework</li> <li>● Student Portfolios, which includes student subject goal setting and reflections supporting the portfolio requirements</li> </ul>
<p><u>Summative assessments</u></p> <ul style="list-style-type: none"> <li>● When conducted, assessments are recorded in the learning platform with comments</li> <li>● Task must reflect the central idea</li> </ul>	<p><u>Summative assessments</u></p> <ul style="list-style-type: none"> <li>● Concluding unit assessment recorded in the learning platform with achievement levels and comments.</li> <li>● Task must reflect the statement of inquiry</li> <li>● Record of Student Data</li> </ul>

	<ul style="list-style-type: none"> <li>● Official Letter used by all teachers (Appendix III)</li> <li>● A summative assessment task from each subject for each year level is standardised by colleagues (Appendix IV)</li> </ul>
<u>Inclusion (in line with Inclusion policy)</u> <ul style="list-style-type: none"> <li>● IEP targets identified and incorporated in appropriate unit planning</li> <li>● Record differentiation for learners in unit planning</li> <li>● IEP progress commented on formal reports</li> <li>● Student Study Team meeting notes</li> <li>● Team meeting notes</li> </ul>	<u>Inclusion (in line with Inclusion policy)</u> <ul style="list-style-type: none"> <li>● IEP targets identified and incorporated in appropriate unit planning</li> <li>● Record differentiation for learners in unit planning</li> <li>● IEP progress commented on formal reports</li> <li>● Student Study Team meeting notes</li> <li>● Team meeting notes</li> </ul>

### Reporting: How we choose to communicate information

Whole School	What does this look like?
Feedback /Feedforward on student work	<p>PYP: Regular feedback/feedforward in written form and recorded (using digital portfolios or on student work) during the work process in the form of formative assessments</p> <p>Comments related to student work are expected to focus on learning objectives with regards to positives and potential areas for improvement when applicable</p> <p>MYP: Expect a minimum of 1 formative and 1 summative task recorded on the learning platform per unit of inquiry (<i>must include task sheet see Appendix II</i>)</p> <p>Record results of assessed work on the learning platform no later than 2 weeks* after due date</p> <p>Comments related to student work are expected to focus on learning objectives with regards to positives and potential areas for improvement when applicable</p>
Update the learning platform regularly	<p>PYP: Send out weekly newsletter and homework through the learning platform</p> <p>MYP: Teachers to check calendar regularly before adding homework or assessments to help manage student workload across year levels</p> <p>Post Homework/Assessment tasks on the learning platform calendar using agreed conventions:</p> <p>In class at assessment/subject/title of task</p>



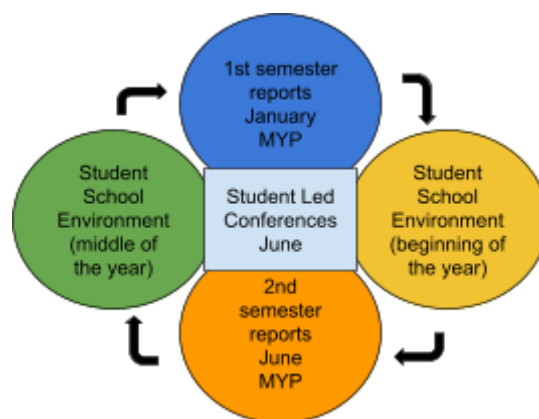
	Homework/subject/ title of task
School Environment	<p>PYP: Focus on social / school environment</p> <p>Collect data through surveys, collaboratively set goals during parent/teacher/student conference, collect results</p> <p>MYP Collect data through surveys, collaboratively set individual goals during parent/teacher/student conference.</p> <p>Teachers review data and set agreed goals for the class to focus on.</p> <p>Send letter for inconsistent attendance (see Appendix III)</p>
Report Cards / Unit Summary	MYP produces semester reports twice a year that include comments and academic progress as outlined below in awarding semester grades. PYP provides a unit progress summary at the end of each unit.
Student Led Conferences	<p>Annual conferences that provide students with an opportunity to share their learning portfolio and set goals for the following year.</p> <p>PYP - focuses on Learner Profile and Approaches to Learning</p> <p>MYP - Focuses on Learner Profile, Approaches to Learning in all subjects.</p>

\* 2 weeks = 10 working days

*Part of the reporting cycle includes Student Led Conferences, which take place in June.*

Student led conferences as a tool for reporting:  
Our student-led conferences are designed to show the growth and development of the students as they work towards taking ownership of and responsibility for their learning.

“Students hold the key to much of what they know and are able to do. They understand the strengths and understand the things that challenge them. Given the opportunity, students can discuss their learning and their growth with others”. Carol Smith, ‘Assessing and reporting progress through SLC and portfolios’.



## Reporting

### Primary Years Programme (PYP)

The purpose of assessment is to inform learning and teaching. Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Assessment involves teachers and students collaborating to monitor, document, measure, report

and adjust learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

At THIS, there are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at the level of development defined by what learning is developmentally appropriate for them. The school's learning continuum is organized into phases of development. Learning is a developmental process and the phases the learner passes through are not always linear or age-related. Teachers identify learning outcomes students demonstrate in their phase of development (feedback). Learning goals are identified for students to continue developing approaches to learning in all subject areas or ATLs(feedforward).

The goal in the PYP is to provide students and parents with meaningful and current assessment feedback, with opportunities for students to self-assess, self-adjust and set individual learning goals. Throughout the school day, students in the PYP receive feedback that feeds forward to their learning in a variety of ways (oral, written, self-assessments, rubrics, peer assessments, etc.). Using our learning platform, teachers (and students) provide families with an insight into the student's development. Families can see current examples of work their child has completed, with continuous feedback and feedforward from his/her teacher. This includes ongoing documentation on the process of learning throughout each unit of inquiry (formative assessments). In addition, at the end of each unit of inquiry, teachers will write a unit summary that focuses on the student's development throughout the unit. THIS believes that current and meaningful feedback, for both students and families, will better communicate individual student development and/or areas of concern. With 6 units of inquiry per school year, families will receive 6 unit summary comments.

## Middle Years Programme (MYP)

Teachers in the MYP use established assessment criteria as detailed in subject guides for particular disciplines to help guide professional judgements. These published criteria ensure assessment is transparent as teachers "use descriptors to identify student achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically" (*MYP: From Principles into Practice, 78*). In line with the school's Inclusion Policy, teachers can adapt tasks in order to allow participation and achievement for all students. Each subject in the MYP uses 4 subject specific criteria aligned to particular MYP year levels in which a final level of achievement is awarded for each criterion. Once the overall level of achievement level is determined it is then applied to published grade boundaries to determine semester grades. These grades range from 0-7. A grade conversion is applied, which correlates with grades given locally in Trondheim (see Appendix V).

At least one measure of each criteria per subject group is taken into account during reporting periods when determining levels of achievement, which are then applied to the grade boundaries to establish semester grades. If a student has not been awarded an achievement level for any of the 4 criterion, regardless of reason, an overall level of achievement (i.e. semester grade) cannot be awarded. This will be indicated on the report card. Semester grades should utilise all assessment and levels of achievement for each criteria. This is used to accurately reflect how the student is achieving at the time of the reporting. Teachers will apply 'best fit' when selecting the achievement level for each criteria not averages.

Service as Action is an expected component of the Middle Years Program. This is assessed using a school developed rubric. (See appendix VI) Service as Action can be derived from any of the subjects or be initiated according to community needs. These are monitored throughout the school year and students are given guidance and support to complete this by a designated teacher.

The Norwegian grades for Tardiness and Behaviour are also applied in line with § 3-5 of the Norwegian Education Act. All students are considered excellent unless parents/ guardians have been informed otherwise. Teachers need to formally notify parents in writing using the letter templates (Appendix III) if students are at risk of going down a grade.

## Internal Standardization

### Primary Years Programme (PYP)

Standardization in the PYP is implemented to build a shared understanding of the phases of development. Teachers collaborate to standardize work samples according to developmental phases. This process leads to discussions that provide opportunities for teacher discrepancies to be aired and discussed to help arrive at final standardization.

### Middle Years Programme (MYP)

Standardization in the MYP is implemented to help build a shared understanding of MYP Criteria. It is the role of each teacher to oversee the standardization process using the standardisation template. (See Appendix IV) This person should also be responsible for collecting samples of student work and guiding the group of teachers through discussions. Standardization should be completed in each year level of the MYP before final levels of achievement are determined for a minimum of one criterion in the fall and spring semesters. This process leads to discussions that provide opportunities for teacher grading discrepancies to be aired and discussed to help arrive at final standardized grades.

## Work Submission

Expectations of student work submitted in each level of the school.

PYP 1-6	<p>Assessments are generally expected to be completed at school</p> <p>Independent Study Agreements are put in place when students are absent for extended periods</p> <p>Teachers communicate directly with parents regarding late work or missing assignments</p>
MYP 7-10	<p>All assessments to be delivered on the due date</p> <p>If not delivered, students will be spoken to by the respective teacher and parents informed with an email, requesting them to support them with their time management</p> <p>2 week* extension can be granted at teacher discretion from the original due date with clear student initiated communication to the respective teacher before the deadline. Beyond this work will not be assessed.</p> <p>Students can make up work with an excused absence (outlined in Absence Plan).</p>

	<p>All assessments that are not submitted require a teacher to submit a formal warning letter. (Appendix III)</p> <p>Labelling for electronic files MUST HAVE: Name, Title of Assignment, Subject, Year Level</p>
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\* 2 weeks = 10 working days

## Homework Guidelines

PYP suggested guidelines: In the PYP, we believe that time spent completing homework should be limited for our youngest students. We support the development of the whole child, which recognizes participation in after school activities (sports, music, dance, theater, scouts, etc.). We also stress the importance of play - with classmates to strengthen and support social interactions and confidence, as well as time to play and be together as a family unit. However, we recognize the importance of the repetition of skills and strategies for learning. Therefore, homework will mainly focus on literacy and math development. Work not completed at school may be sent by the teacher to complete at home.

The school suggests: PYP 1-2: 10 minutes, PYP 3-4: 15 minutes, PYP 5-6: 20 minutes

MYP suggested guidelines: At times students may feel like they are being inundated with homework, particularly in MYP at the end of units of inquiry. Students are best supported by considering Approaches To Learning (ATL) skills to best manage work on a regular basis and not leaving things to build up the night before assignments are due. Teachers do their best to manage work assigned outside of class and help build and nurture appropriate ATL skills related to time management and organization. Before parents/caregivers contact individual subject teachers it is suggested parents/caregivers engage their children with the following questions to help support developmental learning skills.

1. Did you have lesson time to complete this task?
2. Did you use the lesson time appropriately?
3. How long have you had for each particular assignment?
4. Has your child missed a lot of schooling?
5. Does your child check the courses relevant to them on the learning platform?

MYP 7	A maximum of 60 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using the learning platform)
MYP 8	A maximum of 75 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using the learning platform)
MYP 9	A maximum of 90 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using the learning platform)
MYP 10	A maximum of 105 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using the learning platform)

## Glossary of Terms

Best fit - Achievement levels for each of the assessment criteria will reflect your best-fit judgment of a student's summative performance at the end of the term. Using the progress chart, you can carefully consider several points that the IB recommends paying attention to:

- patterns in the data, such as an increasing level of performance
- anomalous or unexpected achievement levels
- other influencing factors

External assessment - refers to student work that is assessed externally. This can include and is not limited to national exams, MYP Personal Project, IBO Monitoring of Assessment and MYP e-assessments. External assessments help to further validate assessment practices through feedback which teachers use to further improve curriculum development helping guide teaching and learning.

Formative assessment - "aims to promote learning by giving regular and frequent feedback" to students. Teachers use formative assessment to assist in planning the next stages in learning. (Making the PYP happen: A curriculum framework for international primary education, 45)

Internal assessment - includes tasks developed by teachers which relies on assessing work using the teacher's professional judgement when deciding the achievement level of individual student work. "Internal formative and summative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback" (*MYP: From Principles into Practice*, 79).

Standardization - the process in which teachers internally standardize assessments in order to make consistent, reliable and valid assessment judgements. The specific protocol use in the MYP is detailed in Appendix III.

Summative Assessment - aims to provide students and teachers with an informative view of student understanding related to learning outcomes as part of culminating tasks. "It informs and improves student learning and the teaching process" (Making the PYP happen: A curriculum framework for international primary education, 45).

Objectives - learning outcomes set by the IB that are subject specific (Further guidance for developing MYP assessed curriculum, 5).

Criteria - means used to assess learning objectives set by the IB through formative and summative assessment tasks (task specific) (Further guidance for developing MYP assessed curriculum, 5).

## Acknowledgements

The following IBO publications were referenced in the creation of this policy:

*Assessment*. Cardiff, Wales: International Baccalaureate Organization (UK), 2018

*Further Guidance for Developing MYP Assessed Curriculum*. Geneva: International Baccalaureate Organization, 2015.

*Making the PYP Happen: A Curriculum Framework for International Primary Education*. Cardiff, Wales: International Baccalaureate Organization (UK), 2009.

*Making the PYP Happen, Pedagogical Leadership in a PYP School*. Cardiff, Wales: International Baccalaureate Organization (UK), 2009.

*MYP: From Principles into Practice*. Cardiff, Wales: International Baccalaureate Organization (UK), 2014.

## Appendix I - Attendance Protocol

Attendance Categories:

Attendance must be taken at the beginning of every day for the whole school and the beginning of every lesson in MYP.

Absent (A)	<p>Student is absent</p> <p>Student has an approved study leave from the principal (Parents need to apply for this to be removed from the report)</p> <p>Student has missed 20 minutes or more of the lesson without a note (Teacher must send email to office so parents can be contacted by office for clarification)</p> <p>Student has missed more than 20 minutes of the lesson and has a note. (Teacher must make a note of time in attendance)</p>
Present (P)	<p>Student is present for lesson or contact teacher attendance in the morning</p> <p>Student has come to class late with a note explaining why (Only when it is within the first 20 minutes of the lesson. Teacher must note the time in attendance)</p>
Late (L)	<p>Student comes in 1 minutes after the lesson has started and has no note.</p>
Excused (EA)	<p>Student is working on another project in school that is pre-planned and approved (eg Personal Project, Exhibition)</p> <p>Student is attending a recognised course (ie student council courses in the Kommune)</p>

## Appendix II - MYP GRASPS Template

### Student Task Sheets Attributes

**G** – Real-world GOAL (Provide a statement of the task. Establish the goal, problem, challenge or obstacle in the task.)

**R** – Real-world ROLE (Define the role of the students in the task. State the job of the students for the task.)

**A** – Real-world AUDIENCE (Identify the target audience within the context of the scenario. Example audiences might include a client or a committee.)

**S** – Real-world SITUATION (Set the context of the scenario. Explain the situation.)

**P** – Real-world PRODUCTS or PERFORMANCES (Clarify what the students will create and WHY they will create it.)

**S** – STANDARDS (Provide students specific standards for success including applicable ATLs. Provide rubrics to the students and unpack them with the students.)

### Sentence Starters to reference

Goal: Your task is .....; Your goal is to .....; The problem or challenge is ..... ; The obstacle to overcome is ..... ;

Role: You are .....; You have been asked to ..... ; Your job is ..... ;

Audience: Your clients are ..... ; Your target audience is ..... ; You need to convince ..... ;

Situation: The context you find yourself in is .....; The challenge involves dealing with .....

Product, Performance, & Purpose: You will create a ..... in order to ..... ; You need to develop ..... so that .....

Standards & Criteria for Success: Your work will be assessed by .....; A successful result will .....



## Appendix III - Letter templates

(Date)

### Classroom Behaviour Notification

Dear \_\_\_\_\_

Due to a number of incidents in school, \_\_\_\_\_ is in danger of going down a grade in behavior. Please note that this is a warning, and is being sent so that \_\_\_\_\_ has the opportunity to improve.

Our concerns are based on the following concerns:

- (Behaviors)
- List of incidents

All the teachers in MYP are supporting \_\_\_\_\_ to meet the requirements of the class and he/she has been made aware of these concerns.

We request that you discuss these needs and concerns with your student and support him/her in meeting the school program expectations. We encourage you to contact us with any specific concerns that you may have.

Sincerely,

(Teacher Name/s)

*The grade given for Behavior is based on § 3-5 in the Norwegian Education Act. The students are evaluated how well they are able to adhere to the school's code of conduct; for instance how they treat their peers and staff. The decision is based on the general behavior, not on single incidents. However, in extreme cases, exceptions could be made. The conduct grade is separated from the students' academic performances. Absences can in some cases lead to a reduced grade in conduct.*

(Date)

## Absence and/or Tardiness Notification

Dear \_\_\_\_\_

Due to late arrival to lessons and/or late submission of work, \_\_\_\_\_ is in danger of a reduction in their attendance grade due to tardiness. The earned average grade is \_\_\_\_ and may be reduced to \_\_\_\_.

Please note that this is a notification, and is being sent so that \_\_\_\_\_ has the opportunity to improve.

Our concerns are based on these recorded incidents:

- Number of recorded absences
- late work submission
- Late arrival to school and or lessons

All the teachers are supporting \_\_\_\_\_ to organize themselves to be on-time for class and to be punctual when submitting coursework. They have been made aware of these concerns.

We request that you talk to your student about the cause of excess absences or lateness. If there are any specific concerns that you wish to discuss, please contact us.

Sincerely,  
(Teacher name/s)

*The grade given for tardiness is based on § 3-5 in the Norwegian Education Act. The students' grade level is based on their ability to meet on time, to what degree they meet prepared for the lessons and to complete homework. The assessment of the students' tardiness is held separate from their academic performance. Absences can in some cases lead to a reduced grade in behaviour.*

## Appendix IV - Standardisation Protocol

### Objectives:

- To select a suitable piece of work for standardization
- To determine if sufficient information is provided for the task and is it easily understood
- To determine whether the work is suitable for the identified subject and year group
- To determine if the rubric relates specifically to the task (task-specific)
- To determine whether or not the work is suitable for the criteria selected to assess it
- To determine the best level for each criterion assessed
- To identify what would be expected if the work were to reach the next level of achievement

### Selecting suitable tasks

- Use only complete samples of work
- Lower, Middle and Top samples
- May have two samples at the same level for comparison if you would like some clarity about your decision. This will allow more in-depth discussion

### How to view the tasks/unit of work

Read through the background information provided by the teacher first. Make notes about any aspects of assessment that you are not sure about using the questions below as a guide.

- Does the summative task link clearly to the Statement of Inquiry
- Is there sufficient information provided for the task and is it easily understood
- Is the work suitable for the identified subject and year group
- Does the rubric relate specifically to the task (i.e. task-specific)
- Is the task suitable for ALL the criteria selected to assess it
- Is the best level for each criterion awarded

### Arriving at a judgment

- Start at the lowest level descriptor and read through them in order until you find a level descriptor that does not fit with the work you are viewing. This work belongs in the band level below this. For example, if the work can be described using the 1-2 band level descriptor, then move on to reading the 3-4 band level descriptor if it also fits here then move on to the 5-6 and so on. If the work does NOT fit the 3-4 band level descriptor then it belongs in the 1-2 band level.
- Once you have arrived at the band level descriptor you next have to work out the level. You need to use evidence from the student's work to decide whether it is just making it into this band level or is almost good enough to reach the next level. This will help you decide whether the work should achieve a higher or lower level for the band selected.

Subject -	Year level -
Date of Standardisation -	

Criterion	Level of Achievement	This work achieved this level because..	To reach the next level I would expect to see..
A	<i>i)</i>		
	<i>ii)</i>		
	<i>iii)</i>		
	<i>iv)</i>		
B	<i>i)</i>		
	<i>ii)</i>		
	<i>iii)</i>		
	<i>iv)</i>		
C	<i>i)</i>		
	<i>ii)</i>		
	<i>iii)</i>		
	<i>iv)</i>		
D	<i>i)</i>		
	<i>ii)</i>		
	<i>iii)</i>		
	<i>iv)</i>		

**Standardisation steps**

Follow the guidelines below:

1. Mark the sample of work independently
2. Each member shares their mark
3. Each member gives clarification as to why they awarded that mark in line with criterion and task guidance
4. Discuss what would we expect to see if the student were to reach the next level
5. Each member hands their work to the teacher who has set the assessment for them to keep for their records
6. Store your standardisation documents with your unit plans (ie; PDF version from the learning platform) and sample student work

## Appendix V - IB/Norwegian Grade Conversion and MYP grade descriptors

IB grade	Norwegian Equivalent	MYP Grade Descriptors
7	6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	5.5	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking
5	4.5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	4	General understanding of the required knowledge and skills and the ability to apply them effectively in normal situations There is occasional evidence of analytical thinking.
3	3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	1	Minimal achievement in terms of the objectives.
0	0	Not Yet Assessed.

## Appendix VI - Service as Action Rubric

	Student Activity		
Criteria	Introductory (Approximately 2 hours per activity)	Developing (Approximately 3-4 hours per activity)	Proficient (Approximately 4-5 hours per activity)
Planning	<ul style="list-style-type: none"> <li>I was directed to participate in the activity by a teacher or another adult</li> <li>I have included limited documentation my plans and goals</li> <li>Other students were not involved in my plans</li> </ul>	<ul style="list-style-type: none"> <li>I chose to join the project/activity</li> <li>I consistently documented plans and worked toward achieving my goals</li> <li>Other students were able to participate in the project/activity</li> </ul>	<ul style="list-style-type: none"> <li>I helped to create or begin a project or activity</li> <li>I documented plans and developed plans with specific, achievable goals</li> <li>I research a problem in my community (school, city, country, world) and found a way to help address it.</li> <li>I actively involved others in the project/activity</li> </ul>
Action	<ul style="list-style-type: none"> <li>The project was completed it with inconsistent effort and attention</li> <li>The impact of my actions was limited</li> <li>I had difficulty managing time and tasks, and was late to activities</li> <li>I rarely communicated with peers or advisors</li> </ul>	<ul style="list-style-type: none"> <li>I completed the project/activity, demonstrating consistent effort throughout</li> <li>I acted to benefit others</li> <li>I accepted responsibility and was usually punctual, respectful, and open to criticism</li> <li>I consistently communicated with peers and advisors</li> <li>I supported others in their efforts with the project/activity</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrated sustained attention and effort, maintaining involvement throughout the entirety of the project/activity</li> <li>I made a significant contribution to the community</li> <li>I accepted responsibility and was always punctual, respectful, and open to criticism</li> <li>I communicated with peers and advisors effectively</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>The impact of my action in relation to others was only briefly explored, or not mentioned at all</li> <li>I didn't acknowledge my strengths and weaknesses in completing the project</li> <li>I rarely used evidence to support my reflections</li> <li>I wasn't able to show evidence of personal growth</li> <li>I described only challenges briefly</li> <li>I didn't identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>The impact of my action in relation to others were not fully explored</li> <li>I tend to focus on strengths, but omit weaknesses</li> <li>Some of my assertions or opinions were not supported by evidence</li> <li>I demonstrated that I understood the opportunity for personal growth, but presented an incomplete description</li> <li>I identified some challenges in the activity</li> <li>I identified some areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>I fully explored the impact of my work on others</li> <li>I acknowledged both strengths and weaknesses</li> <li>I consistently used evidence to support opinions and assertions</li> <li>I demonstrated understanding of personal growth</li> <li>I identified challenges and why they posed difficulties</li> <li>I identified areas for improvement, and cited strategies to do so</li> </ul>