

Approaches to assessment (0404)

Standard

Learning, teaching, and assessment effectively inform and influence one another.

[Descriptors](#)

[Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. \(0404-01\)](#)

[Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. \(0404-02\)](#)

[Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. \(0404-03\)](#)

[Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. \(0404-04\)](#)

[Conclusion of Standard: Approaches to assessment 0404](#)

[Action Plan for Approaches to assessment 0404](#)

Descriptors

- **Highly developed:** The practice is systematically developed and effectively implemented; all relevant members of the school community fully understand the practice; the practice is fully integrated into all relevant school processes.
- **Developed:** The practice is generally developed and implemented; most members of the school community understand the practice; the practice is integrated into most school processes.
- **Developing:** The practice has been partially developed and implemented; some members of the school community show some understanding of the practice; the practice is integrated into some school processes.

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

As a group, it is your task to answer the following two questions sequentially.

1. Are the above Requirements in place? (indicate Y or N in column 2)
 - a. If N, this must be entered into the Action Plan as an area for immediate development.
2. Is the school Developing, Developed or Highly Developed in this Practice? (indicate with an X in the correct box)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
DP	Y		X	

Write a bullet point summary of key points of your discussion.

The learned curriculum is often significantly less effective than the taught curriculum. Educators at MSF still tend to rate what is easy to rate in paper format. Since teachers as well as learners are judged on the results of the assessments and exams, teachers are inclined to teach what is assessed and examined, and learners tend to focus on these same elements as well. (This is misaligned with the intentions of the official curriculum, the evaluated curriculum can only be a pale reflection of all the other stages of the curriculum continuum)

Collaboration is mainly through internal moderation (English / Language B (Orals) / Math) Where there is only one teacher of a subject use of online forums and IB facebook groups are used to cross-check work.

For ALN students collaboration with ALN department and staff for differentiated feedback.

How do **teachers** use collaboration to extend and strengthen the ways in which they use feedback to enhance student learning?

Peer assessment practices are introduced widely in the middle school and implemented in the upper school. Mentoring is an integral part of some IB curriculum assessments

How does the school encourage student reflection and actions taken as a result of those reflections?

Our behavior management philosophy is built on the aim of establishing a reflective student body. Students serve lunch reflections as opposed to lunch detentions if they have stepped outside of the code of conduct. (Assessment Curriculum Survey - Kyle)

How do learning, teaching and assessment at the school inform and influence one another?

Formative assessment plays a significant role at MSF by providing teachers with valuable information regarding the learning journey of their students. These assessments inform and influence further instructional practices and learning experiences as well as ultimate summative assessments the students take. (Assessment Curriculum Survey - Kyle)

What key evidence or resources did your group refer to when discussing this Practice and Requirement? Include links where appropriate.

[IB Teachers ATT and ATL Survey](#)

[IB Students ATL Survey](#)

Were there any contentious issues and, if so, how did you resolve them?

No

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

DP1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)
DP2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

As a group, it is your task to answer the following two questions sequentially.

1. Are the Requirements in place? (indicate Y or N in column 2)
 - a. If N, this must be entered into the Action Plan as an area for immediate development.
2. Is the school Developing, Developed or Highly Developed in this Practice? (indicate with an X in the correct box)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
DP	Y	x		

Write a bullet point summary of key points of your discussion.

MSF promotes and develops the use of Formative assessment. We believe that the function of formative evaluation is to promote the progression of learning and to inform the student and the teacher about the depth of concept-understanding and the elements to be improved. It can be facilitated by the teacher, but can also take the form of self-evaluation or peer feedback. (KC is working on the Assessment Policy see above)

What are the strengths and shortfalls of assessment in the programme?

Strengths	Shortfalls
<p>Engagement of Students</p> <p>Students are taking strong responsibility and receive effective individual support.</p> <p>Quality of teaching, the engagement of teachers and the connection with the student.</p> <p>Broader range of subjects</p> <p>The support to choose subjects was helpful.</p> <p>The way that the subjects were split to accomodate students IB subjects choices. IB lounge.</p>	<p>Lack of coordination between teachers</p> <p>Choice of subjects is too limited; not enough IB teachers ; scheduling not ideal : compressed timetable - almost no break (lunch time)</p> <p>Children need more help with CAS</p> <p>Transition gap between IGCSE and IB</p> <p>The school needs to inspire the children more to reach stretch targets, whether academically or personally.</p> <p>More guidance for students needed (IB Parents Survey)</p>

How do **teachers** use collaboration to extend and strengthen their assessment practices?

To what extent are the current assessments used by the **school** formed around conceptual learning? Depending on the subject, the assessments are formed completely or partially around conceptual learning (leaving some place to skills at different levels)

What key evidence or resources did your group refer to when discussing this Practice and Requirement? Include links where appropriate.
PD unit sample (ESS)

Assessment and Curriculum IB Parents Survey
IB Teachers ATT Survey

Were there any contentious issues and, if so, how did you resolve them?
No

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

DP1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

DP1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

As a group, it is your task to answer the following two questions sequentially.

1. Are the Requirements in place? (indicate Y or N in column 2)
 - a. If N, this must be entered into the Action Plan as an area for immediate development.
2. Is the school Developing, Developed or Highly Developed in this Practice? (indicate with an X in the correct box)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
DP	Y	X		

Write a bullet point summary of key points of your discussion.

DPC ensures that teachers are using the Level descriptors (DPC changed guidelines to enter Levels only in MB and no percentages or other grades. For exams, DPC is encouraging all teachers to use the latest Grade boundaries. DPC and Department Coordinators to promote the use of formative tasks.

What are the processes around giving and submitting predicted grades, and what guidance is given to teachers?

Summative graded assessments using descriptors, IB papers...

The Community is being taught through meetings and student discussions (See KDodier Career counselor)

How would students and parents describe the process by which the school forecasts student grades?

58% think that the predicted grades are built using level descriptors and a mix of grades, 21% think teachers use the average of the grades over the two IB years and 16% think it's built with mock exams grades. (Curriculum and Assessment - IB Students)

In what ways are transparency and fairness reflected in the school's approach to assessment?

The best way to ensure fairness is to design an evaluation that is accessible to all, which the ALN department is working towards. A lot of progress is needed in this area at MSF. **Unfortunately it is difficult knowing that “the IB’s aim is to ensure that a final grade in a subject reflects the level achievement of a candidate. Therefore, the same valuation standards apply to all applicants, whether or not they have learning support needs.”** - DPC and other coordinators meet with Parents and students ahead of time to inform them about the curriculum and assessment in IBDP. Students who will not be able to access the full IBDP are advised to choose IBCourses.

Every teacher uses IB rubrics. For more clarification Rubics should be shared on MB

<p>In what ways do teachers ensure consistency of assessed work, especially in subjects where there is only one teacher of that subject?</p> <p>Rubrics and descriptors</p>
<p>What key evidence or resources did your group refer to when discussing this Practice and Requirement? Include links where appropriate.</p> <p>Lunch and learn IB Rubrics on MB</p>
<p>Were there any contentious issues and, if so, how did you resolve them?</p> <p>No.</p>

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

<p>DP1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)</p>

As a group, it is your task to answer the following two questions sequentially.

3. Are the Requirements in place? (indicate Y or N in column 2)
 - a. If N, this must be entered into the Action Plan as an area for immediate development.
4. Is the school Developing, Developed or Highly Developed in this Practice? (indicate with an X in the correct box)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
DP	Y		x	

Write a bullet point summary of key points of your discussion.

How would a student describe their engagement and experiences with assessment at the school?

How does the school encourage student reflection and actions taken as a result of those reflections?

Our behavior management philosophy is built on the aim of establishing a reflective student body. Students serve lunch reflections as opposed to lunch detentions if they have stepped outside of the code of conduct. (Curriculum and Assessment Survey - SLT)

How do learning, teaching and assessment at the school inform and influence one another?

Knowing the learning goal for assessment informs a differentiated curriculum planning. Rubrics support learning and assessment informs the teaching process.

How is student choice supported during the Extended Essay process?

Students are always encouraged to pick a subject and topic that they really want to explore.

They are just reminded that they must be able to show a good command and knowledge of the concepts, terminology, and search methods attached to the chosen subject.

What key evidence or resources did your group refer to when discussing this Practice and Requirement? Include links where appropriate.

ATT IB Teacher Survey
EE Handbook cf. Sophie de Rougé

Were there any contentious issues and, if so, how did you resolve them?

No

Conclusion of Standard: Approaches to assessment 0404

When all the Practices have been reviewed, stakeholders working on this Standard should reach consensus on the section below and highlight the descriptor that best applies to this Standard.

In respect of standard 0404: Learning, teaching, and assessment effectively inform and influence one another.

- ☐ **Shows notable development.** *This option should be selected when most or all of the practices within the standard are highly developed.*
- ☐ **Shows satisfactory development.** *This option should be selected when most or all of the practices are developed beyond meeting the requirements.*
- ☒ **Offers opportunity for further development.** *This option should be selected when all requirements are in place for the practices within the standard, but there is no evidence of further development of the practices beyond the requirements.*
- ☐ **Requires significant development.** *This option should be selected when there are requirements that are not in place within this standard.*

Complete the two text boxes below to note major achievements and challenges related to this Standard. Please add links to key evidence or resources.

Describe any major achievement(s) relating to this standard during the period under review.

Describe any major challenge(s) relating to this standard during the period under review.

Identify who was involved in the completion of this part of the questionnaire.

Name	Position	Role in the completion (e.g. leader, contributor)
Tracey Grey		
Sophie de Rougé	EE coordinator	contributor

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- ☐ Parents
- ☒ Students
- ☐ Governing body
- ☒ Community members
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Action Plan for Approaches to assessment 0404

What actions does your group recommend for further development? (Column 3)

Where possible, make suggestions for columns 4-7.

Note: It is not required to complete the entire table. Only use the rows that your team identifies as needing development.

Requirement	Specification	Action(s)	Date to be achieved (DD/MM/YY)	Person/group responsible for meeting the requirement or specification	Budgetary implications	Evidence of achievement or of progress towards meeting the requirement or specification	Resolved <i>Check box if completed.</i> <input type="checkbox"/>
Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)	n/a						<input type="checkbox"/>
Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)	n/a	Complete review of Learning Vs Assessment at MSF	Document ready by March 2021 with Implementation over next 2 to 3 years.	Kyle Coppes			<input type="checkbox"/>
Approaches to assessment 2.1: Teachers use a variety of assessment	DPI: The school uses the objectives and assessment tools for each subject, and						<input type="checkbox"/>

