



# ASSESSMENT POLICY

## Engage, Learn, Reflect

- Engage:** EIS provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.
- Learn:** EIS turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.
- Reflect:** EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

## Mission Statement

EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

Procedure	Date	Who
Adopted	March 2018	Assessment team
Updated	September 2019	Assessment team
Updated	August 2021	Assessment team
Review	February 2024	Leadership team
Review in progress	April 2026	Leadership Team

## **The IB learner profile attributes**

The ultimate aim of all IB programmes is to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED**

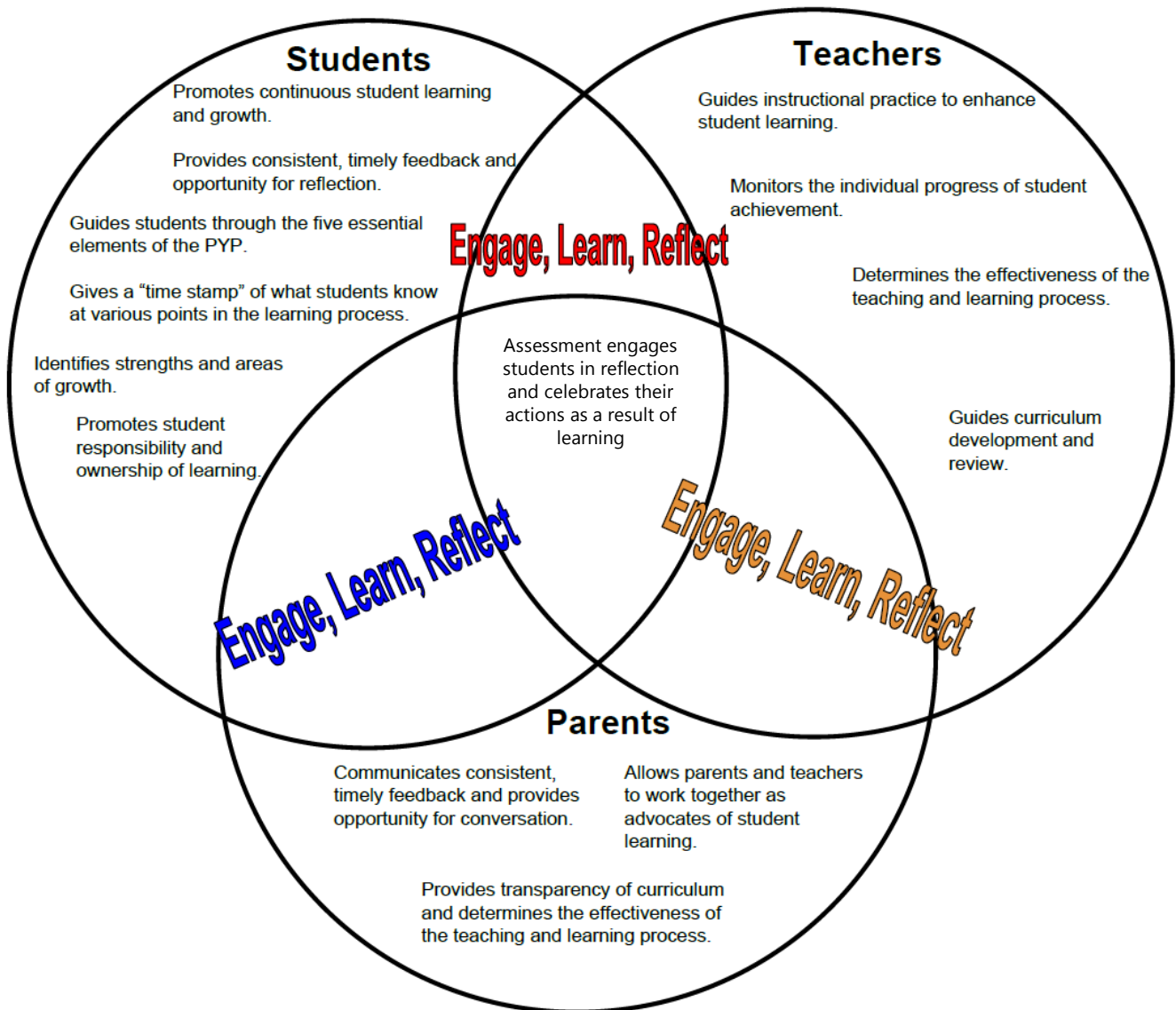
We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

At EIS we believe assessment to be a process that supports and encourages students and teachers throughout their learning and teaching journey. Assessment at EIS **engages** students in their learning as active participants, allows teachers and students to **learn** about each learner's needs, while promoting **reflection** for all stake holders for further growth.

### Purpose of Assessment



### The Three Components of Assessment:

1. Assessing – how we discover what students have learned.
2. Recording – how we make note of our findings about what students have learned.
3. Reporting – how we pass that information on to parents, administration and other stakeholders.

## Assessing

### **Assessment in the PYP:**

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. It is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Assessment identifies what students know, understand, can do, and feel at different stages in the learning process. Both students and teachers actively participate in assessing progress, fostering critical thinking and self-assessment skills. At EIS we assess students' understanding of the five essential elements of the PYP. We look for evidence of what our students know, understand, and can do. We also examine how they apply the Learner Profile attributes and ATL's to support their learning. Assessment also focuses on students' growth and performance in the subject areas of: Language, Mathematics, Social Studies, the Arts, Science, Personal, Social and Physical Education.

The four dimensions, as depicted in the image, carry weightings aiming to maximise each student's learning potential. This combined provides a comprehensive understanding of a student's progress.

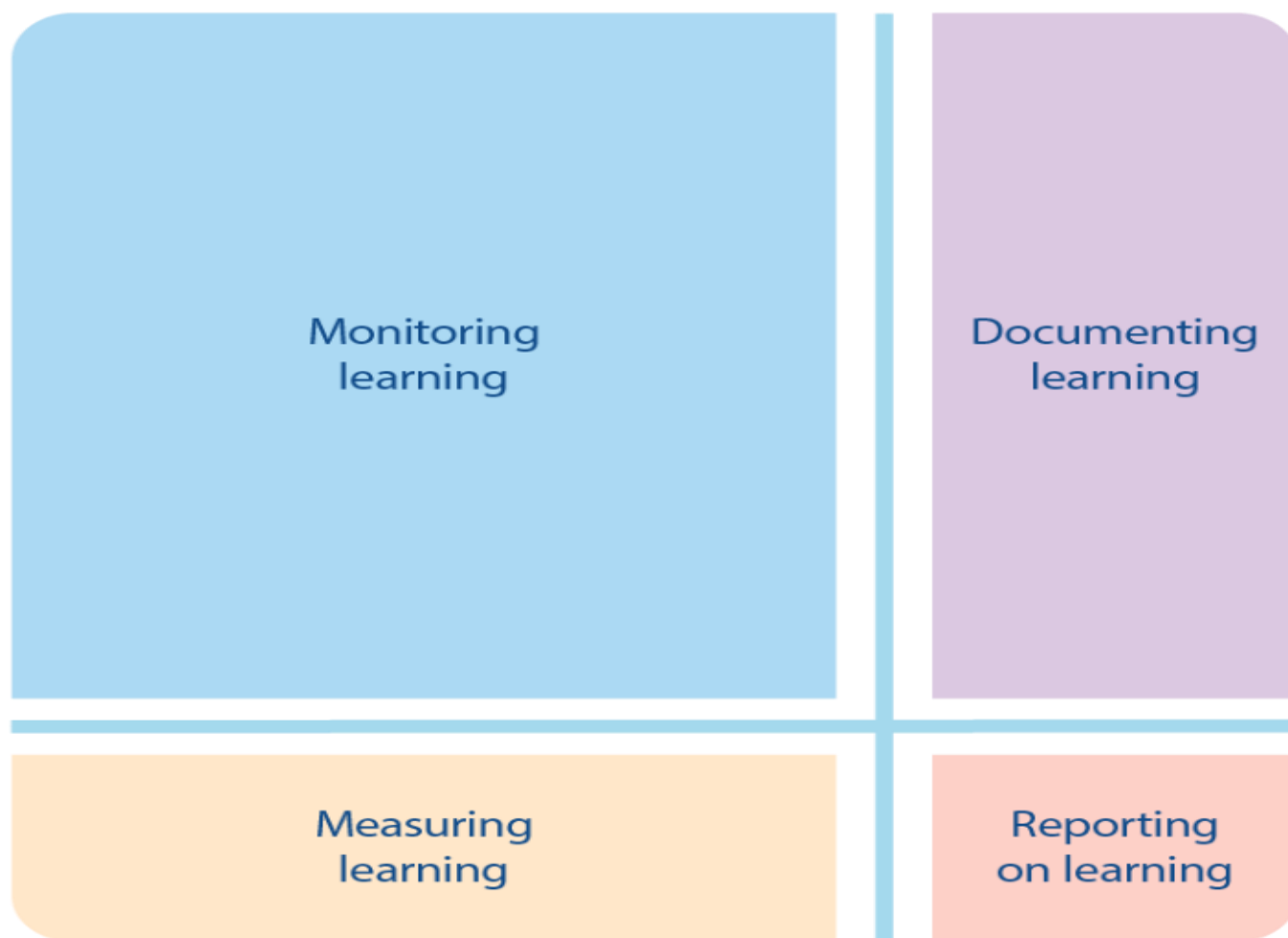


Figure AS03 Assessment to inform learning and teaching (PYP Principles into Practice)

Monitoring learning: This is the main strategy for assessment and occurs daily in the classrooms through a range of methods including questioning, observation, discussion, reflection and feedback. It monitors progress of learning against personal learning goals and informs next steps in learning.

Documenting learning is the compilation of the evidence of learning. Documentation tools could include exemplars, checklists, rubrics, anecdotal records and portfolios. At EIS we use ManageBac Gradebook for documenting

Measuring learning aims to capture what a student has learned at a particular 'point in time.' Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or standardized,

but each tool provides further data to support a larger picture of student achievement and progress in learning. EIS uses School designed Measurement tools and ManageBac Gradebook to document the range of assessment tasks/ strategies like open-ended, performance assessment, process-focused assessment tasks, and tools to analyse data about individual child's progress in learning.

Reporting on learning: Reporting on learning informs the learning community. Tools and formats at EIS are parent/teacher/student conferences, student-led conferences, portfolio, written reports.

### **Assessment in the MYP**

At EIS we assess students' understanding using MYP Criteria and Determining Achievement Levels:

"The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge." (MYP from Principles into Practice 2014)

### **MYP Criteria for All Subject Areas:**

To determine a student's achievement level, teachers will use a criterion--related approach. Student performance is measured against pre-determined assessment criteria based on the aims and objectives of each subject area. Teachers gather evidence from a range of formative and summative assessments to make professional and informed judgements, guided by public and transparent criteria to determine a student's achievement level. In order to do this, teachers analyse the most recent, relevant and consistent criterion assessment to determine student achievement.

### **MYP Process for Standardization of Assessment Scoring**

This process of standardization of assessment tools and scoring is ongoing among MYP teachers. *"MYP assessment relies on teachers' professional judgement to develop and apply shared understanding of "what good looks like". Those understandings are best developed through a process of standardization"* (Further guidance for developing MYP assessed curriculum: 2006 p7). To

ensure standardization, teachers meet to moderate markings of summative assessments, including examinations, when possible. Personal Project supervisors moderate their markings at the end of the project in February-March.

### **MYP Assessment Grading and Marking**

MYP Eight Subject groups: Grading scale from 7 (highest) to 1 (lowest) with subject specific assessment criteria descriptors. Final grades are given at the end of each MYP year for each subject group and are based on at least two judgements against each strand of all subject-group criteria. At the end of MYP 5 students also receive a grade for their Personal Project and sit eAssessments in May.

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed at least twice during the school year.

### **Academic Honesty:**

PYP-6 and MYP students are asked to sign an iPledge for Digital Responsible Use Agreement that encompasses Academic Honesty each academic year. All students are provided with a copy of the school's Academic Honesty Policy through the website. Before internal or external examinations all students are briefed on the IB's Conduct of Examinations-Notice to Candidates.

## Types of Assessment

### Pre-Assessment

- Assists teachers in planning learning engagements.
- Activates prior knowledge.
- Establishes what students want to learn.

### Formative Assessment

- Interwoven within daily learning and teaching.
- Allows teachers to make necessary adjustments to teaching plans and methods.
- Allows students to use provided feedback to adjust and reflect on their own learning.

### Summative Assessment

- Occurs at the end of the teaching and learning process.
- Provides students with opportunities to demonstrate what they have learned.
- Addresses a variety of learning styles.
- Allows teachers to assess the teaching and learning process.

## Recording

EIS is committed to ensuring all parties involved in the development of a student are able to develop a clear picture of that student's progress via the recording and reporting of assessment data.

Appendix 1 clearly indicates where assessment data is recorded and stored.

### Assessment Strategies

**Observations** allow teachers to collect ongoing information about student performance. Each individual child, and the class, is observed frequently and regularly.

**Performance Tasks** are goal-directed tasks with established criteria. With this type of assessment, students are presented authentic challenges that require the use of many skills. Students may use

numerous approaches to demonstrate their understanding. There is rarely only one correct response. Audio, video, and narrative records are often useful for this kind of assessment.

**Selected Responses** are assessments that contain questions with right and wrong answers that can be impartially scored. Tests and quizzes are the most common examples of these used in the school.

**Open-Ended Tasks** are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a conclusion, depending on the nature of the inquiry.

### **Student Reflections**

Students reflect on what they have learned throughout their learning experiences.

## **Reporting**

**Reporting** on assessment is about communicating what students know, understand, and can do. It describes the progress of the student's learning, identifies areas for growth, and contributes to the effectiveness of the program.

### **Assessment Tools**

**Exemplars** are samples of student work that serve as an approximate standard

**Checklists** are lists of information, data, attributes, or elements that should be present in student work or performance.

**Rubrics** provide 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 how to rate that work on a predetermined scale. Students and/or teachers can develop rubrics.

**Anecdotal Records** are notes collected based on teacher observations.

**Student self-assessments** and **peer assessments** are a way to integrate students in the process of reflecting on their own learning and offering and accepting meaningful feedback from peers.

**Continuums** are visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

**3-way conferences** - The emphasis of this type of conference is for the child to be involved in setting goals for individual learning. They take place twice in a school year for some year levels and once a year for other year levels. Along with the 3-way conferences the school schedules **parent-teachers'** meetings as well.

**Student led conferences** - children are involved in discussing their work and progress with their parents. They are of particular value because the students reflect on their performance, select topics or work examples for focus, and share the responsibility of informing their parents.

**Exhibition**-Takes place in the last year of the PYP and it is a celebration of learning done throughout the entire PYP journey.

**Portfolios** are collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Portfolios should celebrate student learning through the PYP, showing the development of the whole child, both within and outside of the Program of Inquiry in all subject areas. Portfolios are used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the year.

**Back to School Night** conference is intended to provide an overview of the upcoming school year.

**Weekly letters** and **blogs** are a way of informing parents of the weekly teaching and learning done in class offering the opportunity to reflect together with students and share their learning.

**Report cards** are records of students learning throughout a semester. They are sent home twice a year.

**Personal Project**–The personal project is a culminating MYP project to develop the student's personal interest and to show and apply the skills, which are developed through the MYP's Approaches to Learning. This project is based on the student's interests and talents, resulting in a product or outcome and the exhibition is a celebration of the learning done throughout the MYP journey.

**eAssessments** – At the end of MYP 5 students sit the external examinations for MYP, with a phased implementation to the full MYP Certificate from May 2024 – May 2026.

2024: English L&L, Humanities. 2025: Science and Maths and IDU. 2026: ePortfolio: Language Acq, Design, PHE, The Arts. (**FULL MYP CERTIFICATE**)

#### EIS Grading Guidelines for Danish Examination Equivalent

MYP Grade Descriptor	Local Danish Grade	Percentage Range %	Subject Area Effort	Passing/Not Passing in Denmark
7	12	100-93	Outstanding	PASSING IN DENMARK
6	10	92-87	Excellent	
5	7	86-70	Good	
4	4	69-53	Satisfactory	
3	02	52-31	Limited	
2	00	30-1	Very Limited	NOT PASSING IN DENMARK
1	-3	0	Minimal	
NA	NZ	NA	Not Applicable	

Students that have attended EIS must obtain 32 points from 8 subjects, including a 3 or above in the Personal Project to be eligible for consideration for the IB Diploma Programme.

#### For STX, HHX and HTX:


1. The student has been formally identified as ready/prepared by EIS Further Education Counsellor and the municipal Careers Counsellor (UU-vejleder).
2. The student has completed the Folkeskolen afgangsprøve in Danish.
3. Student has formal instruction of a second language for at least 2 years.
4. Student must have an average of 5 in Danish, English, Maths and Science.

*Note:*

All Danish L&L students from EIS must take a four-hour test – one-hour in the following subjects:

Danish, English, Math and Science.

The above considerations are accurate as of 1<sup>st</sup> September 2019 and may change according to

Government changes. 

Appendix 1 Assessment Guidelines and List of Assessments that occur at EIS

**PYP Assessments**

<b>Assessment</b>	<b>How does this assessment improve student learning?</b>	<b>When is this assessment administered</b>	<b>Who will administer this assessment</b>	<b>How is feedback provided</b>	<b>Where is the assessment data stored</b>	<b>IB, EIS and other related publication to read by staff to clarify expectations</b>
PM Benchmarks	To track reading comprehension progress of all students in (PYP1-3) and Multiple Language Learners (MLL)	Two times per year (Sep, March)	Homeroom Teacher(s)	Teachers receive a conversion chart. The library supports coloured book levels corresponding to appropriate books	Data is recorded on <a href="#">Sharepoint twice per year.</a>	Reading Levels
PROBE Reading Comprehension	To track reading comprehension progress of all students in (PYP4-6) and MLL.	Two times per year (Sep, March)	Homeroom Teacher(s)	Teachers receive a conversion chart. The library supports coloured book levels corresponding to appropriate books	<a href="#">Sharepoint</a>	
Writers Workshop	To show progression in core areas of writing eg. Lead, craft, elaboration from PYP2-6	Ongoing mini lessons and writing daily 2 unaided writing samples per year	Homeroom Teacher(s)	Teachers do an unaided writing sample at the beginning of the school year, moderate this to inform year level progressions. Student conferencing	<a href="#">Sharepoint</a>	
Readers Workshop	Reading progression framework used across Primary	Ongoing assessment	Homeroom Teacher(s)	Teachers use mini-lessons to guy reading program, student conferencing		

Exhibition	Culmination of student learning at the end of their Primary years.	April	Homeroom Teacher(s)	Ongoing feedback and reflection provided by teachers, mentors, peers and experts. Students follow an inquiry process to develop built around reflection	Exhibition Folders and Managebac	
Peer Assessments	Communication and feedback skills, reflection, develop risk taking skills, critical thinking	Multiple times throughout the year	Students	Verbal/written feedback from teachers and peers, reflective work. Rubrics.	Journals, Portfolios	
Self Assessments	Communication and feedback skills, reflection, develop risk taking skills, critical thinking, ownership of own learning	Multiple times throughout the year	Student(s)	Verbal/written feedback from teachers and peers, reflective work. Rubrics.	Journals, Portfolios	
Danish Reading Assessments National test	To track reading levels against Danish National Standards in PYP 4 & 6	February (Once per year)	Danish A Teacher	Written feedback and percentage showing 3 criteria decoding, understanding a text & vocabulary	<a href="#">National website</a>	Letter provided to parents.  National test conditions by Danish government
Units of Inquiry	Units cover a range of outcomes across Social Sciences, PSPE, Science and Arts.	EY- (4 units) PYP1 (5 units) PYP2-6 (6 units)	Homeroom Teacher(s)	Rubrics, regular collaborative meetings	Managebac	
Words Their Way	Inquiry into spelling patterns, building knowledge of letter blends	September & May	Homeroom Teacher(s) Students daily	Weekly word sorts, reading words out aloud.	Journals or Notebooks	

3 Way Conferences	Stakeholders (parents, student, and teacher) discuss learning goals and share student progress	October & March	Homeroom Teacher(s) Students daily	Learning goals, ATL's, Summative and Formative feedback	Managebac	
Student Led Conferences	Informing parents of student process and product. Feeding back about learning goals and conceptualised understandings.	June	Homeroom Teacher(s) Students	Conference, portfolios, reflections	Managebac, portfolios	
CNED French Curriculum	French Curricular program	8 times per year 1 per month	French teachers Assessed by CNED	Assessed papers with mark and comments for every test. 8 tests for Maths, French, History, Geography, Citizenship	Students file <a href="http://www.copiesenligne.cned.fr">www.copiesenligne.cned.fr</a>	

**MYP Assessments**

<b>Assessment</b>	<b>How does this assessment improve student learning?</b>	<b>When is this assessment administered</b>	<b>Who will administer this assessment</b>	<b>How is feedback provided</b>	<b>Where is the assessment data stored</b>	<b>IB, EIS and other related publication to read by staff to clarify expectations</b>
Read Theory	To track reading comprehension progress of all students for instruction and extensive reading choices.	Two times a year (September and January)	English teacher(s)	All teachers are provided feedback though a staff meeting. Teachers receive Lexile levels and conversion chart. The library supports the Lexile levels with appropriate books	<a href="#">Sharepoint</a>	Read Theory <a href="#">website</a>

Lab Practical	Create authentic learning, design, test, evaluate, analyze data gathered	Multiple times throughout the year	Science teacher(s)	Teacher provides feedback written and verbal	ManageBac	From Principles into practice P79-94 'Assessment Strategies'
Document Based Questions	Use primary sources to develop arguments and critical thinking	Multiple times throughout the year	MYP Teachers	Teacher provides feedback written and verbal	ManageBac	From Principles into practice P79-94 'Assessment Strategies'  Further guidance for developing MYP assessed curriculum
Spelling Tests	Fluency, pronunciation, vocabulary	Multiple times throughout the year	Language Teachers	Teacher provides feedback written and verbal	ManageBac	From Principles into practice P79-94 'Assessment Strategies'
Synopsis	Demonstrate knowledge and understanding	2 times a year, MYP 3-5	Danish A Teachers	Teacher provides feedback written and verbal	ManageBac	From Principles into practice P79-94 'Assessment Strategies'  Principles of MYP assessment
Peer Assessments	Communication and feedback skills, reflection, develop risk taking skills, critical thinking	Multiple times throughout the year	MYP Teachers Students	Verbal/written feedback from teachers and peers, reflective work	OneNote, ManageBac	From Principles into practice P79-94 'Assessment Strategies'  Further guidance for developing MYP assessed curriculum

<p>Self Assessments</p>	<p>Communication and feedback skills, reflection, develop risk taking skills, critical thinking, ownership of own learning</p>	<p>Multiple times throughout the year</p>	<p>MYP Teachers Students</p>	<p>Verbal/written feedback from teachers and peers, reflective work</p>	<p>OneNote, ManageBac</p>	<p>From Principles into practice P79-94 'Assessment Strategies'  Further guidance for developing MYP assessed curriculum</p>
<p>End of Year Examinations</p>	<p>Provide feedback on teaching and learning based on the unit(s) delivered throughout the year. MYP teachers are required to assess all strands of all four criteria at least twice per academic year</p>	<p>Semester one (November) Semester two (May)</p>	<p>MYP teachers Supervised by MYP coordinator</p>	<p>Verbal/written feedback from teachers</p>	<p>ManageBac Teachers personal records</p>	<p>MYP Programme Assessment procedures</p>
<p>Personal Project</p>	<p>To demonstrate the skills, attitudes and knowledge required to complete a project. To generate creative new insights and develop critical thinking skills.</p>	<p>Semester 1 of MYP5 and January of Semester 2.</p>	<p>PP Coordinator MYP Coordinator PP Supervisors</p>	<p>Verbal/written feedback from teachers on PP reports. PP moderation sent to school from IB</p>	<p>ManageBac IBIS</p>	<p>Personal Project Handbook Further guidance for developing MYP assessed curriculum</p>

Danish State Examinations	Demonstrate knowledge in writing, spelling, reading, and analyzing	M5, at end of year	Danish Teachers	Examinations results report from Danish State shared with parents	<p>Reading and spelling on <a href="#">National website</a></p> <p>Written – grades sent by examiner</p> <p>Oral – grades provided immediately on completion of external examinations</p> <p>Grades are provided to students at end of MYP5</p> <p>Danish Database</p>	
Danish National Reading Tests	Decoding, vocabulary, and comprehension skills. To track reading levels against Danish National Standards.	Every second year: MYP2 and MYP4 in February	Danish A Teachers	Written feedback and percentage showing 3 criteria: decoding, understanding a text & vocabulary	<a href="#">National website</a>	
Inquiry Based Projects	All criteria and ATLs	Multiple times throughout the year	MYP Teachers	Teacher provides feedback written and verbal	ManageBac	Further guidance for developing MYP assessed curriculum
3 Way Conferences	Students share their goals, and teachers share development of subject knowledge, inquiry-based learning and learning outcomes. All stakeholders are involved	October and March	All teachers, students and parents	Learning goals, ATL's, Summative and Formative feedback	ManageBac	

WIDA	To track student's English development for EAL students	Start of each semester	English and EAL teachers	WIDA tests, results and letter home to parents.	Online	WIDA
Aural Assessments	To support student development and creative expression	Multiple times throughout the year	Music Teachers	Feedback for summative and formative is provided	ManageBac	Further guidance for developing MYP assessed curriculum
eAssessments	To support students preparation for further studies and provide a recognised qualification (MYP certificate – 2026)	May IBO examination session	MYP Teachers	Results – August 1 <sup>st</sup> . Action plans based on IBO feedback Semester 1.	IBO examinations	EAssessment guide

