



AARHUS
INTERNATIONAL
SCHOOL

Aarhus International School Assessment Policy

“A valid assessment system provides information about the particular tasks on which students succeed or need reinforcement, but more important, it also presents tasks that are worthwhile, significant and meaningful.”

Archibald and Newmann 1992

Assessment Policy

The purpose of this document is to clarify the school community's understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, administrators and board members. It is directly linked to the AIS mission statement and values:

<i>Our Mission</i>	<i>Our Values</i>
<i>AIS provides a high-quality international education, which enables students to become socially responsible citizens, enthusiastic inquirers and lifelong learners in a challenging and nurturing environment.</i>	Responsible Caring Respectful

Philosophy of Assessment

Assessment is the collection and analysis of information regarding student performance. It identifies what students know, understand, can achieve and how they feel at different stages in the learning process.

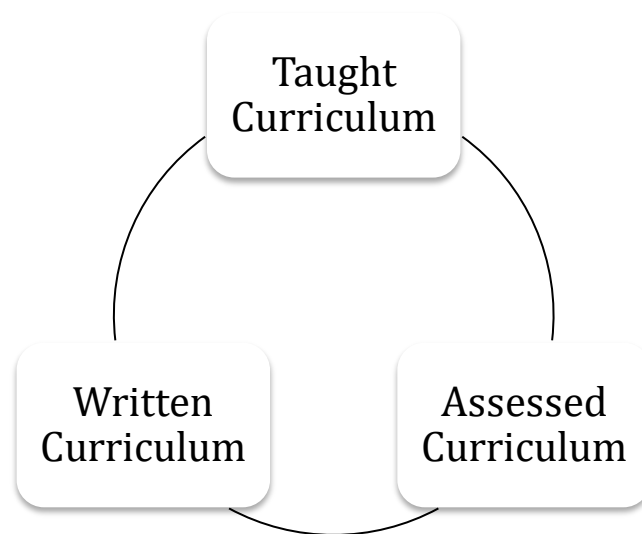
At Aarhus International School (AIS) we believe assessment is an integral part of the instructional cycle and drives the improvement of the learning process. Effective assessment practices allow for the gathering and analysis of information and encourage effective teaching and learning. It is crucial to assess the process and/or product through both formative and summative assessments. In order for our students to become productive citizens, they should engage in authentic learning opportunities that reflect real-world challenges.

Everyone involved with assessment, including students, teachers, parents, leadership and board members should have a clear understanding of the reasons for assessment, what is being assessed, the criteria for achievement and the way the assessment is delivered.

This assessment policy has been created by the entire team at AIS, as an open and organic document so that all members of the Primary Years Programme (PYP) and Middle Years Programme (MYP) learning community (students, teachers, parents, administrators and board members) are aware of our philosophy, standards and practices as regards assessment. This unity and coherence will ensure optimum student learning and educational excellence across the curriculum.

Principles of Assessment

AIS believes that the written, taught and assessed curricula are interlinked and assessment is crucial for effective teaching and learning. In accordance with IB philosophy, AIS looks to assessment as a valuable source of information which allows us to understand student learning and enables us to support further student growth. All members of the learning community benefit from effective assessment practices, but perhaps most importantly, we strive to provide our students with a strong sense of agency in this regard. As students are actively engaged in the assessment process at AIS, they can become self-regulated learners, who can reflect on their progress and process, act on constructive feedback, set goals for their own learning, and make decisions about how they can best meet those goals.



Our fundamental principles at AIS include:

- that students have many differing backgrounds and needs.
- that students can perform differently according to the nature of the assessment, so a variety of methods is needed.
- that students have diverse intelligences and ways of learning.
- that students need to know how they are doing and enjoy tracking their own academic progress.
- that feedback should always be constructive and goal-orientated, focusing on specific points to assist student development (responsibility for teachers)
- that assessments should be relevant, authentic and motivating for the students.
- that assessments should be criterion-referenced, as prescribed in the MYP subject guides.
- that students should always be told when they are being assessed and be given the opportunity to achieve at the highest levels.
- that assessments should include a wide range of knowledge, skills, concepts and processes in order to prepare students as fully as possible for their future lives.
- that assessment benefits the learner, learning and teaching, and the learning community.
- that assessment should include student voice.
- that peer-assessment and self-assessment are valuable reflective assessment practices, which students should have the opportunity to engage in.

Rights and Responsibilities

- Teachers have the responsibility to design, plan, deliver, grade and analyse appropriate, authentic assessment of learning that enable students to fully show their understanding. Teachers also have a responsibility to give students feedback in a variety of formats to foster academic growth and development.
- Students have the responsibility to complete assessments to the best of their ability and the right to be assessed fairly and with due consideration of their individual needs and preferences.
- Parents have the responsibility to support their children in completing their assessments honestly and fairly and the right to be informed as their child's progress.
- Leadership have the responsibility to oversee fair assessment practices, analyse data to improve learning outcomes and to support teachers to implement the practices outlined in this policy.
- Board members have the responsibility to support the school leadership in the implementation of this policy, especially in terms of funding and strategic planning.

Assessment Across AIS

Primary Years Programme (PYP) & Middle Years Programme (MYP)

Philosophy	Actions	Examples
<i>Why?</i>	<i>What?</i>	<i>How?</i>
<i>Why do we assess the way we do at AIS?</i>	<i>What assessment actions do we take due to our Philosophy?</i>	<i>How does assessment look at AIS?</i>
<i>The purpose of assessment is to inform teaching practice related to both learning outcomes and learning processes, through gathering, analysing, reflecting and acting on evidence of student learning. We assess in order to monitor, measure, document, and to be able to report on student learning.</i>	<i>Assessment thoughtfully and effectively supports students through the acquisition of subject-specific knowledge and skills, the understanding of concepts, and the development of Approaches to Learning.</i>	<i>The teaching staff at AIS use and develop a range of assessment tools. Teachers select from a number of assessment strategies, reflecting student needs and skills.</i>
AIS assesses in order to:	AIS assessments are:	AIS assesses by:
establish an accurate picture of students' strengths and weaknesses	on-going, varied and continuous	pre-assessments
evaluate the effectiveness of the teaching	authentic	learning tasks
provide immediate and consistent feedback to students	utilize a wide range of multiple strategies and tools	self-assessments (feedback and feedforward)
evaluate the effectiveness of the curriculum	have clear criteria which are known and understood in advance	peer assessment (feedback and feedforward)
plan extension activities	use authentic contexts directly related to inquiry units	formative assessment
determine the suitability and level of courses	consistent, fair and reliable	summative assessment
inform teachers, parents and the school		external assessment
		focused observations

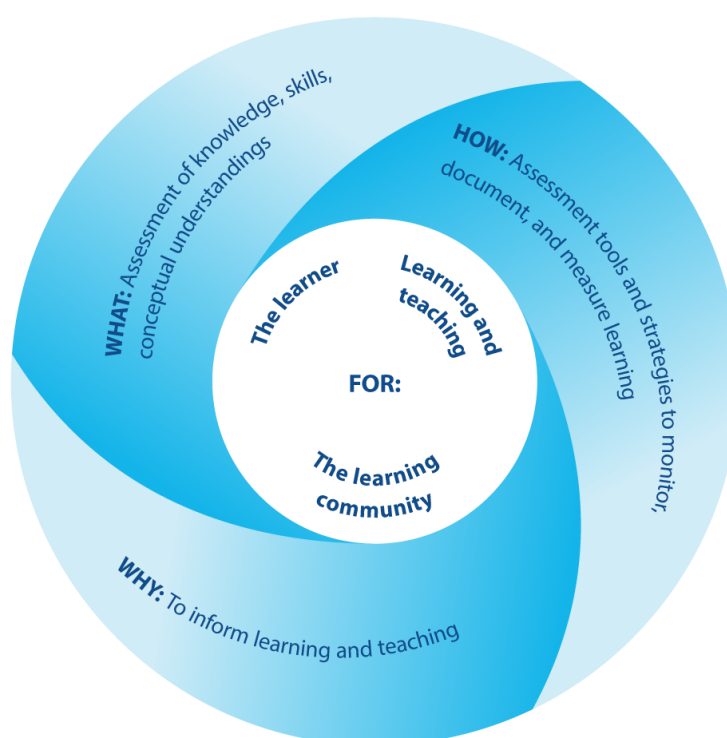
report student progress and achievement to others (teachers, parents, future schools, universities or employers)	involve regular and accurate reporting to students and parents	conferencing
link to the notion of lifelong learning in the AIS/IB mission statement		portfolios

Please note that some students may have separate assessment tools and/or modified assessment criteria (except in MYP5) in order to support their access arrangements and remove barriers to learning. These arrangements will be documented in their individual Action Plans (IEPS).

Assessment in the Primary Years Programme (PYP)

At AIS, we believe that effective assessment in the Primary Years Programme can be described as:

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.



(IBO. 2018: From Principles to Practice: Learning and teaching: integrating assessment, pg.67)

At AIS, we recognise that assessment serves a variety of purposes. Firm evidence supports the efficacy of assessment **for** learning and assessment **as** learning on student outcomes, for they are an essential component of what students and teachers do in the classroom (Black, Wiliam 2010). To that end, and in accordance with the three assessment practices indicated by the IB – *for learning, of learning* and *as learning* – assessment aligns with the PYP inquiry process and can support students' cognitive, social/emotional and behavioural development (Harlen, Johnson 2014). Assessment practices can be formal or informal, internal, or external, and PYP students at AIS are evaluated through a combination of these practices.

Assessment for learning is learner-centred, forward thinking and involves the entire learning community. It is 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 (Griffin 2014). 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. Continuously monitoring, documenting and measuring learning, and then analysing assessment data, provides insights into students' understanding, knowledge, skills and dispositions. Assessment is a means for teachers to personalize 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.

(IBO. 2018. From Principles to Practice: Learning and teaching: integrating assessment, pgs.80-81)

Teachers, students and parents in the PYP will monitor, document, measure and report on learning through the following:

- 1) Units of Inquiry
- 2) The Learner Profile
- 3) The Approaches to Learning (ATL) Skills
- 4) External assessments (MAPs)
- 5) Reporting on Student Learning Through Conferencing
 - a. Teacher-Parent
 - b. Three-Way (Student, Parent, Teacher)
 - c. Student-Led Portfolios
- 6) Reporting on Student Learning Through Written Reports
 - a. Interim Reports
 - b. End of Year Reports
- 7) The PYP8 Exhibition

Revised January 2025

1) Units of Inquiry

Purpose: Each unit of inquiry will include both formative and summative assessment and be skillfully planned (in the planners via Toddle) to align with the IB Scope and Sequence, ensuring consistency and developmental appropriateness. AIS teachers recognise that the purpose of assessment is to guide and support student development in their quest to acquire subject-specific knowledge and skills, to understand and apply concepts, and to develop across the Approaches to Learning (ATL). The purpose and means of assessments will be clearly explained to students, and students will be actively involved in the assessment process to ensure that they have a voice in their own learning.

Assessment for Learning, Formative Assessment:

Assessment for Learning, also referred to as formative assessment, has a goal of informing teaching and promoting learning. This type of assessment is informal and ongoing throughout the Unit of Inquiry. Pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.

Assessment of Learning, Summative Assessment: Assessment of Learning, also referred to as summative assessment, has a goal of gauging student acquisition of knowledge, development of conceptual understandings and skills during the Unit of Inquiry. This takes place at the end of each Unit of Inquiry and may include one or any combination of the following: acquisition of data, synthesis of information, application of knowledge and process.

A major focus area when assessing within the Unit of Inquiry, will include self-assessment and reflection, and peer feedback. We guide students in focusing on the following questions:

Feedback: How am I doing?

Feedforward: Where to next?

The tools and strategies for assessment can be, but are not limited to:

Assessment Strategies	Assessment Tools
Focused Observations	Rubrics
Questioning	Exemplars
Learning Tasks	Checklists
Performance Assessments	Anecdotal Records
Process-Focused Assessments	Continuums
Open-Ended Tasks	Reflections
Test/Quiz	Portfolios
Self-Reflections	
Peer-Feedback	

Assessment Strategies

Focused Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class. Teachers observe the development of specific student knowledge and skills.

Questioning: Throughout whole-class, small group and individual interactions, the teacher can gather information about student progress through targeted questioning. Student responses will provide feedback which allows for monitoring of progress and towards acquisition of knowledge and skills.

Learning Tasks: Student engagement within the learning tasks and learnings experiences are monitored and measured throughout the process of the Unit of Inquiry.

Performance Assessments: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

Process-Focused Assessments: Teachers observe student development throughout the process of their learning, focusing on the skills and competencies needed to contribute in the ongoing and dynamic process of acquiring knowledge and demonstrating learning.

Open-Ended Tasks: Students are asked to complete or communicate an original response to an open-ended task. This can be a mind-map, drawing, written response, diagram, presentation, video, a solution, or theory, etc. Open-ended tasks cater for student creativity and individuality.

Test/Quiz: These more traditional types of assessments provide a snapshot of students' subject-specific knowledge at a given point in time.

Student Reflections: Students are asked to reflect throughout the process of a Unit. Ongoing reflection informs student learning and allows teachers to target and plan for future stages of the Unit, while meeting the needs of the individual student and taking into account student voice.

Peer-Feedback: Students are asked to reflect on the progress of their peers throughout the process of a Unit. Peer feedback allows for authentic reflection and sharing on progress and allows students the opportunity to practice communication and metacognitive skills.

Assessment Tools

Rubrics: A rubric is 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. Rubrics can be developed by students as well as teachers or developed collectively.

Exemplars: Exemplars provide samples of students' work that serve as a concrete standard against which other samples are judged.

Checklists: A checklist can be a list of information, data, attributes or elements that should be present in students' work or performance. Checklists can be developed by students as well as teachers or developed collectively.

Anecdotal Records: Anecdotal Records are brief, written notes based on observations of student's process and products.

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

Reflections: As an assessment tool, reflections are used primarily at the end of a Unit.

Student- Student generated reflections at the end of a Unit may include:

- A general reflection on the unit of inquiry, including knowledge and understanding gained about the central idea and possible future investigations.
- A response/reflection to a piece of work from the unit of inquiry

Teacher - Teacher assessment/reflection on each unit will occur after a unit of inquiry is taught. As a year level team, teachers will rewrite/revise the reflection stages of the IB Planners via Toddle.

Portfolios: Within the Unit of Inquiry, students may be asked to evaluate their work in an ongoing manner, and to select items for their Portfolio. In this selection process, students are often guided to consider criteria on which they evaluate their learning.

2) The Learner Profile

Purpose: While at AIS, all members of the learning community are expected to develop in and demonstrate the attributes of the Learner Profile. The assessment of the Learner Profile will be achieved by students self-reflecting and setting goals to aid their development of the attributes.

Strategies/Tools:

- The Learner Profile is authentically embedded in each Unit of Inquiry. Teachers plan purposeful learning experiences for students to experience all of these attributes within a school year. The development of the Learner Profile is embedded within the Unit of Inquiry comment in the Term Reports.
- PYP8 students will actively reflect their personal Learner Profile growth/journey through demonstration in the Exhibition.

Agreements:

- Assessment of the Learner Profile is an ongoing, authentic, and collaborative effort.
- Parents/Guardians are encouraged to facilitate student goal setting and reflection with regards to modeling the attitudes and attributes of the PYP.
- Students, parents, teachers and school administration are expected to model the Learner Profile while at AIS.
- Students are held accountable to show evidence of modeling and understanding the characteristics of all profile attributes through behavior, writing reflections and unit stipulations.
- Evidence is documented and communicated to parents, as appropriate.

3) Approaches to Learning (ATL)

Purpose: The Approaches to Learning skills are grounded in the belief that learning **how to learn** is fundamental to a student's education. The ATL skills are comprised of a category of interrelated skills and associated sub-skills support students of all ages to become self-regulated learners. The

ATL skills underpin the development of student agency. Monitoring student development and growth across the ATL skills is a focused area of assessment.

Strategies/Tools

- The ATL Skills are authentically embedded in each Unit of Inquiry (UoI). Teachers plan purposeful learning experiences for students, as well as direct instruction in these skills sets within the Unit of Inquiry and homeroom curriculum, in order to ensure supported student development.
- On both written reports, students receive feedback across their progress and effort in each of the five areas.
- PYP8 students will actively reflect their personal ATL growth/journey through demonstration in the Exhibition.

Agreements

- Assessment of the ATL is an ongoing, authentic, and collaborative effort.
- Parents/Guardians are encouraged to facilitate student goal setting and reflection with regards to modeling the skills of the ATL.
- Students, parents, teachers and school administration are expected to model the ATL skills while at AIS.
- Evidence is documented and communicated to parents, as appropriate.

4) External MAP assessments

Purpose: The school administers external assessments called Measures of Academic Progress (MAP) growth assessments. These assessments are developed by the Northwest Evaluation Association (NWEA) which are digital assessments in English Language Reading and Mathematics. These assessments track students' progress and growth in different areas of these subjects and are administered in the autumn and in the spring to students from PYP5 to PYP8.

Individual results are communicated to parents via a written report at the end of the school year and school-wide results are published and shared with the school community. These results are also actively used in academic planning to inform teaching and learning across the programme.

5) Reporting on Student Learning Through Conferences

Purpose: Reporting on student learning informs the learning community helps to answer the question, "How well are we doing?" It describes the progress and achievement of the individual students' learning, identifies areas for growth. Maintaining open communication between the home and school, including the voice of the child and parent/guardian, and the learner and teacher can be a powerful way to report on student learning. Formal conferences are scheduled twice yearly (October and May) at AIS to ensure that there is time and opportunity for these important developmental conversations. There is an optional third conference around March, which can be initiated by either the parents/guardians or the teacher, should an additional conversation be wanted or needed.

Types of Conferences:

a. Parent-Teacher Conferences (Typically PYP1-PYP5)

Purpose:

- To give the parents/guardians information about the student's progress development and needs, and about the school's programme.

- Used as an opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process.
- Used an opportunity for shared goal setting on behalf of the student.

b. Three-Way Conferences (Student, Parent, Teacher) (Typically PYP6-PYP8)

Purpose:

- To report to parents/guardians and students about student growth across academic areas, the Learner Profile and the ATL Skills.
- To have the student reflect on his or her growth and take ownership for their learning.
- To set goals with the student and parent to ensure the student's continued success.
- To give students an opportunity to develop and use their voice and express their thoughts and opinions about the direction of the learning.

c. Student-Led Portfolio Conferences

Purpose: Through this conference, students celebrate their learning and growth by taking action and sharing their work with their parents. This Conference takes place in the spring (May) and allows students the opportunity to share sample pieces of work that they have done within the Transdisciplinary Themes and across all subject areas throughout the course of the academic year. Students have an active voice in designing *how* they will share their work and *what* they are interested in sharing.

The Portfolio as a Tool for Learning

Purpose: The purpose of a student portfolio is to help students monitor, document, reflect on and communicate their learning. The Portfolio allows for growth over time and allows the opportunity to evidence the development of the whole child, both inside and outside of the Program of Inquiry. The Portfolio may also serve to help the teacher reflect, assess and inform future teaching. The Portfolio is created and maintained throughout the timespan of an entire school year and provides a picture of the student's growth over time. Evidence, work samples, videos and photos within the Portfolio are reflective of a range of experience and curriculum areas. In PYP 5-8 the students record and share their learning through a platform called Toddle, which includes a student driven digital portfolio.

6) Reporting on Student Learning Through Written Reports

Purpose: Reporting on student learning informs the learning community and reflects on the question, "How well are we doing?" It describes the progress and achievement of the individual students' learning, identifies areas for growth. Maintaining open communication between the home and school, including the voice of the child and parent/guardian, and the learner and teacher can be a powerful way to report on student learning. For PYP4-MYP5, formal written reports are scheduled twice yearly (December and June) to ensure that there is a written record of student growth and development. These written reports reflect student process across all of the disciplines, the Learner Profile and the ATL skills.

Types of Reports:

a. Interim Reports

Purpose: These reports are issued in December of each academic year and they provide

an estimate of working levels in all subjects for PYP 4-8 students (see the descriptors below) and a general picture of how the student is performing in the classroom. The interim report strives to update parents/guardians, teachers and students on growth and progress, and give an honest evaluation of a student's development on the grade-level skills, knowledge and understanding of key concepts. This report also provides some specific feedback regarding student progress in the completed Units of Inquiry, Learner Profile and Approaches to Learning, or ATL Skills. The Interim report also provides suggestions for general goals for student growth and development for the remainder of the school year.

PYP1-2 students receive Unit Reports, sent home promptly upon completion of the Unit of Inquiry. This allows for prompt feedback and response cycle for families of your youngest learners. Students are not evaluated on a grading scale, but rather observational feedback and comments from the classroom teacher is provided. Feedback is given specifically on skill development in the Approaches to Learning, or ATL Skills. These areas include social skills, self-management skills, communication skills, thinking skills, and research skills.

b. Unit Reports

Purpose: PYP1-3 students receive Unit Reports, sent home promptly upon completion of the Unit of Inquiry. This allows for prompt feedback and response cycle for families of your youngest learners. Students are not evaluated on a grading scale, but rather observational feedback and comments from the classroom teacher are provided. Feedback is given specifically on skill development in the Approaches to Learning, or ATL Skills. These areas include social skills, self-management skills, communication skills, thinking skills, and research skills.

c. End of Year Reports

Purpose: These comprehensive reports represent a full picture of each student's progress across the academic year, and the reports are generated at the conclusion of each school year from the Toddle system, where they are accessible to parents/guardians.

PYP4-8 End of Year reports provide a final picture on student development across the entire academic year. The report also comments on student growth and development in the Approaches to Learning, or ATL skills and in the Learner Profile.

The following descriptors are used on both the Interim & End of Year Reports:

Achievement

Abbreviation	Meaning
E	<i>Exceeding Grade Level Expectations:</i> the student exceeds expectations regarding the grade level skills, knowledge or understanding of key concepts
M *Target*	<i>Meeting Grade Level Expectations:</i> the student is showing strong evidence of consistently applying the grade level skills, knowledge or understanding of key concepts

A	Approaching Grade Level Expectations: the student has gained some but not all of the grade level skills, knowledge or understanding of key concepts
B	Below Grade Level Expectations: the student needs additional support or practice to gain the grade level skills, knowledge or understanding of key concepts
N/A	Not Applicable: Not covered this term or missed term work.

Effort

Abbreviation	Meaning
E	Exceeding Grade Level Expectations: the student exceeds expectations regarding the grade level skills, knowledge or understanding of key concepts
M *Target*	Meeting Grade Level Expectations: the student is showing strong evidence of consistently applying the grade level skills, knowledge or understanding of key concepts
A	Approaching Grade Level Expectations: the student has gained some but not all of the grade level skills, knowledge or understanding of key concepts
B	Below Grade Level Expectations: the student needs additional support or practice to gain the grade level skills, knowledge or understanding of key concepts
N/A	Not Applicable: Not covered this term or missed term work.

7) The Exhibition

Purpose: The PYP8 Exhibition is the culminating, collaborative experience in the final year of the Primary Years Programme. Through this process, students demonstrate a variety of skills and dispositions in order to meet the requirements of the Exhibition. Students in PYP8 are expected to develop and present their own collaborative Unit of Inquiry, that showcases the wide variety of their learning within the PYP. This is an opportunity for the students to exhibit the attributes of the Learner Profile which they have been developing throughout the entire Primary Years Programme.

Students participate in ongoing self- and peer- assessment in order to monitor their progress in the process. Students receive regular feedback from their Exhibition teacher and mentor, as well as from parents/guardians. Students may be assessed on different individual components of the project based on a checklist or rubric, and comments and observations from the entire process are included in the End of Year report.

General Statement on Assessment in the Early Years

Revised January 2025

AIS recognizes that our youngest learners explore their world and grow through experience and play, as well as through creating and strengthening their social skills and relationships. The Early Years at AIS is a holistic programme that integrates social-emotional, physical, and cognitive development, through a variety of age-appropriate methods including play, discovery, and exploration. Early years teachers observe and document how students monitor and adjust their own behaviour, especially at play, to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

Students are exposed to age-appropriate learning experiences and curriculum and assessed accordingly through the strategies detailed earlier in the Assessment Policy. The individual developmental stage of each student is considered when assessing and reporting on student growth and development.

Local Assessment Requirements in the Early Years, Aarhus Kommune

The AIS Early Years Programme is recognized by Aarhus Kommune as a private Børnecenter or kindergarten programme. Aarhus Kommune requires that there is an ongoing dialogue between the parents and the teachers/pedagogical staff regarding the child's development across six specific areas, including:

- Versatile personal development
- Social development
- Communication and language
- Body, senses and movement
- Nature, outdoor life, and science
- Culture, the aesthetic and community

These topics are currently naturally addressed throughout the AIS Programme of Inquiry within specific Units of Inquiry in PYP1, PYP2 and PYP3. Classroom teachers will provide parents with ongoing feedback in these areas through the scheduled conferences and reporting structures detailed throughout this policy.

In Early Years, we continually monitor our students progress throughout the school year. There will also be a focus on ATL skill assessment to ensure that we support and help the students in reaching age-appropriate milestones as well as academic learning outcomes. Through observations, play-based activities, notes, formative and summative assessments we record student progress. The students reflect daily on their learning to help them understand and construct meaning from the learning experiences they encounter. Their ideas, thoughts and curiosity are highly valued and are the means in which we drive our inquiry-based programme.

Beyond the formal reporting structures, Early Years parents/guardians are informed about their child's learning and development through daily communication with the Homeroom Teacher. The Homeroom Teachers also work closely with the parent community and their ideas are appreciated and recognised as part of the democratic process to ensure the best possible learning environment for all the students.

Assessment in the Middle Years Programme (MYP)

In the MYP at AIS we use several different ways of assessing the students' progress. Reflection and evaluation by the students themselves are seen as a crucial part of the process and is included in all units.

Assessment Criteria

Each subject area within the MYP has four assessment criteria, which form the basis of all assessments. These are closely aligned with the objectives for that subject area, so that the students are assessed to determine how well they have understood the objectives, and each MYP subject area has its own set of criteria. Within each criterion in subject groups there are several strands. These strands are also directly aligned to the strands in the corresponding subject objectives. Each strand of each criterion must be assessed twice over the course of each year of the MYP. The assessment criteria for MYP1, 3 and 5 are prescribed by the IB in each subject guide and their use is mandatory. Teachers in each subject area modify these criteria for use in MYP2 and MYP4, with the intention to scaffold the progression between the given criteria.

Rubrics

Rubrics are given to the students before they complete an assessment task. These are sentences describing in detail what the student needs to do in order to achieve a certain level for each criterion. The levels are grouped in pairs and in all subjects the maximum level is eight. So, there is one rubric for levels 1-2, one for levels 3-4, one for levels 5-6 and one for levels 7-8. These rubrics are given by the IB for MYP1, 3 and 5 (and are mandatory) and are teacher-generated for the appropriate level for MYP2 and 4 (often introducing students at this level to the rubrics for MYP3 and 5). Task-specific rubrics written by the teacher for the task may also be used. These rubrics are available on Toddle for every task.

Students are given IB rubrics or teacher-generated rubrics based on those from the IB before each task is completed so that they know what is expected of them and how they can achieve a higher level. Each assessment is marked according to the criteria and mark scheme for that particular subject.

NB: In Danish Language and Literature and Mathematics, the Danish National Objectives (trinmål) are also used. There is no formal assessment of these objectives (except in MYP5 or Danish 9. Klasse – see section below) and they are followed alongside the MYP objectives in these subjects.

Methods of Assessment

The methods of assessment can be broken down thus:

- 1) Pre-assessment
- 2) Self-assessment
- 3) Peer assessment
- 4) Formative assessment
- 5) Summative assessment
- 6) External assessment

Each unit in every subject area will include a pre-assessment, many formative assessments and will conclude with a summative assessment.

1) Pre-assessment

Revised January 2025

Also known as 'baseline' assessment, the teacher will always assess students at the beginning of a unit to ascertain how much they already understand about the topic to be covered and what skills they already have. This will then inform the learning, in particular in reference to differentiation and extension work.

2) Self-assessment

In the MYP we reflect on our learning throughout a unit and after each final summative assessment; the students will reflect on their performance in a variety of formats, according to the subject.

3) Peer assessment

After some assessments the students will reflect, comment and in some cases give MYP levels to their peers in the class, helping them to develop skills of constructive criticism and evaluation.

4) Formative assessment

Formative assessment takes place in every lesson and during the course of each unit. They are less formal than summative assessments and are central to the teaching in the classroom. Formative assessment is used to determine the level of the student's understanding of concepts and content in a discipline, and this informs the teachers about future planning and lesson content. Formative assessments may include quizzes or tests, work completed at home, the student's own reflections and evaluations or more informal records such as verbal feedback or observations which are kept by the teacher to track the student's progress. Some of these assessments may be formally graded in Toddle according to the MYP criteria, or the teacher may write comments only.

5) Summative assessment

Summative assessment tasks usually take place at the end of a unit and enable the teacher to see what a student has understood and internalized from the unit. Units in some subjects (especially longer units) may have more than one summative assessment. These assessments are more formal and usually take place in class but can include larger projects that include homework assignments. Summative assessments are marked promptly (within 15 working days), and the criterion-referenced levels are entered into Toddle, our academic management system, together with comments on how the student can improve their levels in the next unit. The MYP subject teachers will prepare students for these assessments thoroughly, using the MYP ATL skills framework.

6) External assessment

At the end of MYP Year 5 all AIS students are entered for a range of external eAssessments which are marked or moderated by the IBO. In Mathematics, Sciences, English Language and Literature, Individuals & Societies, French, German and English Language Acquisition and the Interdisciplinary eAssessment, this external assessment takes the form of an international onscreen examination (in English) which is instantly uploaded and marked directly by IB MYP examiners. In April, the teachers in these subjects submit predicted grades to the IB, and these grades form the basis of the grades for the end of year report in MYP5. Students who need accommodations to succeed in the MYP eAssessments (e.g. extra time) are granted this by the IBO. The MYP Coordinator applies for these accommodations in November of the year previous to the examination session.

In Design, PHE and Arts this external eAssessment takes the form of an ePortfolio, or coursework, which is marked by AIS teachers and then moderated by the IBO. The ePortfolio grades given by the teachers form the basis of the grade for the end of year report in MYP5.

Together with the Interdisciplinary examination and the Personal Project, these assessments enable students at the end of Year 5 to achieve the MYP Certificate. Some students may take an extra

Revised January 2025

Language and Literature examination and will then be entitled to the MYP Bilingual Certificate. This can also be achieved by completing the Personal Project in the student's mother tongue.

Final results are released by the IBO on 1st August after the May examination session. The results are communicated to candidates' parents and the candidate themselves on this date via email. If there are questions or concerns over IB MYP grades, there is an opportunity to request a remark or to resit the examinations in November. Remarks and resits require the written consent of the candidate's parents and are administered by the MYP Coordinator.

The school also administers external assessments called MAP growth assessments. These assessments are developed by the NorthWest Evaluation Association from the United States of America which are digital assessments in English Language Reading, Language Usage and Mathematics. They are based on the AERO standards. These assessments track students' progress and growth in different areas of these subjects and are administered in the autumn and in the spring to students from MYP1 to MYP4. Results from the autumn testing session are for internal use only. Individual results and growth from the spring assessments are communicated to parents via a written report and meetings may be arranged in cases of concern. School-wide results are published and shared with the school community.

Assessment Tools

Examples of authentic assessment tools include:

- Written composition
- Quizzes/tests
- Projects
- Experiments/lab reports
- Product manufacture
- Performances (Musical, Dramatic, Dance, Gymnastics)
- Paintings/Drawings/Photographs
- Process journal
- Exhibition
- Business plan
- Multi-media/oral presentation
- Posters/Movies
- Physical games/sports/fitness plan
- Portfolio

Standardisation/Moderation

Once a year all the MYP teachers meet together to mark a selection of assessments from different subjects together. This ensures that the levels given for assessments are standardized across the programme. Subject group teachers also meet regularly to formulate rubrics and mark assessments together to ensure consistency within each subject group. This process of standardization also applies to the Community Project, undertaken in MYP3 and the Personal Project in MYP5. AIS also participates in standardization days with neighbouring IB MYP World schools and in global webinar standardization opportunities organized by the IBO (e.g. for Personal Project).

Reporting

At AIS there are two main reporting periods, one from August to December and one from January to June. Each period includes a three-way conference between student, parent and teacher and

Revised January 2025

concludes with an interim report in December and a full written report in June. There is also a student-led conference and goal setting session in June, where each student shares their achievements with their families.

Three-Way Conferences

These conferences happen twice a year, in the autumn and the spring, and are an opportunity for students, teachers and parents to talk together about each student's academic progress. The autumn conference is mandatory for all students and the spring conference is by request (parents or teacher). Each student has a goal-setting form including a subject-specific goal and an Approaches To Learning skills goal. This form is filled out in advance, discussed at the conference and then followed up before the next conference. This goal is then followed up at the next three-way conference to see what progress has been made.

Student-Led Conferences

These conferences take place in June for MYP1-3 and are led by the student who can invite any guests that they wish to examine and review their work over the course of the year. This will include their portfolios, both paper and digital and all their summative assessments, be they written, in a visual or audio file or a physical product. This conference is an opportunity for the student to display their achievements and set goals for the following academic year.

Written Reports

Interim reports come out in December and will include a general comment from the homeroom teacher about each student's progress and an indication of the MYP level (from 1 as the lowest up to 7 as the highest) at which the student is currently working, as well as an effort grade from 1 as the lowest up to 5 as the highest), in each subject area. The rubrics for the effort grades for this report are listed below:

Effort

Outstanding

5

Demonstrates exceptional creativity, consistent perseverance, consistently acts in a principled manner, actively seeks and embraces risks for learning, takes full responsibility for personal tasks and takes in active role in collaborative groups. Acts as a role model for others in the community.

Good

4

Consistently exhibits creativity in various contexts, demonstrates perseverance in the face of challenges, displays principled behavior, willingly takes risks, and shows a strong sense of responsibility in all tasks.

Satisfactory

3

Shows developing creativity, working towards perseverance, and beginning to understand the importance of principled behavior, taking risks, and being responsible in completing tasks.

Developing

2

Demonstrates areas for growth in creativity, still developing a sense of principled behavior, and beginning to grasp the importance of responsibility in tasks.

Below Expectations

1

Not yet evidencing principled behavior and is not yet ready to be given responsibility.

Full written reports come out in June and are generated from Toddle. The levels for each criterion assessed during the reporting period are reviewed and a 'best fit' level for each criterion is decided. These criteria levels are then converted into a final IB grade for each subject out of 7. The levels for each criterion are also shown, together with ATL grades for specific skills out of 5. Each subject teacher writes a short comment on each student. The homeroom teacher writes a short comment as to each student's general progress and attitude in school, including the Service as Action programme. The June report for MYP3 students also includes the levels achieved for the Community Project and for the MYP5 students, the levels achieved for the Personal Project.

Homework Policy

Students in MYP are given homework according to a timetable, with up to three subjects timetabled each day. In MYP1 and 2 each subject should take no more than 30 minutes, while in MYP3, 4 and 5 each subject should take no more than 45 minutes. All homework tasks are posted on Toddle and are coloured yellow. Homework can be a continuation of a project or work started in class, a task designed to check students' understanding or an activity designed as an introduction to a project or topic. If several homework assignments are handed in late or not handed in, then the student's homeroom teacher is informed and if the pattern continues, a meeting with the parents will be called.

Deadlines

AIS takes all deadlines given for work very seriously. The MYP is a rigorous academic programme and if a student misses deadlines, they will fall behind and eventually will be unable to meet the expectations of the programme for that MYP level. When any task or assignment is given, the student is always given a deadline of when the task must be submitted and the method of how it must be submitted. If that deadline is not met, then the following procedures apply:

1. Teachers post tasks on Toddle with clear due dates and times.
2. All teachers will check whether work is handed in on time (it does not have to be graded at this time – the 15-day guidance for teachers still applies).
3. If the student does not hand in the work by the due date the teacher will follow up for one week with suggestions, offers of help and options for completing the work (at home, in catch up club, with the teacher). This is also the time for a conversation to see if there are general problems or other reasons. If necessary, the subject teacher will refer the matter to the homeroom teacher.
4. After 1 week the teacher marks the work as N/A in Toddle against the relevant MYP criteria. At this point attendance at catch up is compulsory until the work is complete. If the work is completed in this time frame, then the work will be graded.
5. If the work has not been completed after 2 weeks, then the N/A stands, the work will not be graded, and the student is referred to the homeroom teacher and the MYP Principal (Kathryn Templeman). The student will be on an organisational report with a clear ATL skills goal.
6. A grade of 0 will be given for plagiarised work or work that does not meet any of the criterion statements.
7. If a student is absent for a class-based summative assessment, they will be given the opportunity to complete it in catch up or (in the case of practical assessments) in the next lesson or in a lunch time if arranged with the teacher.

If there are several missed deadlines across multiple subjects, then the parents will be called in for a meeting with the homeroom teacher and other relevant staff members and a discussion of the issues involved will take place. Accommodations or an alternative assessment plan (for example one based on Approaches To Learning descriptors) will be arranged.

Final Grades

At the end of the year, students receive final MYP grades in all subjects. A final grade that is lower than 3 means that the student has not met the minimum expectations in that subject. In the event that a student looks likely to obtain more than two MYP grades lower than 3, then the students and parents will be asked to attend a meeting with the MYP coordinator and School Counselor in order to discuss their academic progress and future plans. Exceptions will be made in the case of EAL students and students with special needs or extenuating circumstances.

Assessment in AIS' Danish Programme

The Danish classes in the MYP follows the requirements listed above, with a few additional assessment strategies.

Danish exam/'afgangsprøve'

The Danish A programme at AIS is leaning towards having the students sit for the final national exam at the end of MYP 5. The students will sit for the same exam as students in any other Danish school. This exam applies to Danish A students in MYP 5 only, and the official guides and requirements followed are set by the Danish Ministry of Education.

The exam consists of four components:

- Retskrivning (spelling, grammar and use of language)
- Læsning (reading, reading comprehension and use of language)
- Skriftlig fremstilling (written production)
- Mundligt prøve (oral exam)

Standardised exams

The first three of the above are standardized and thereby the same for all students sitting for this exam all over the country. These are all conducted in early May, with 'Retskrivning' and 'Læsning' on the same day and skriftlig fremstilling two days after. A grade is issued for each of the four exams. The grades will be announced at the oral exam.

Oral exam

The oral exam will be held in late May or early June. AIS follows the official guide published by the Ministry of Education. In this exam the students will be examined in how they approach a text, analyze it, relate it to other texts as well as reading out loud.

The syllabus will be divided into areas of study fields (fordybelsesområder). Each student will draw one of the areas and then they'll have to find a text with connection to the field of study. Afterwards they have to write a synopsis of their field of study and their text, that the external examiner and the students' teacher at AIS will read and use as a foundation for the oral exam.

We follow the official timeframes and as part of the official requirements, the students are allocated ten lessons to work on their synopsis, prior to handing it in.

The oral exam takes 25 minutes/student, with incorporated time for the teacher and the external examiner to agree on a grade and for the student to be given their grades.

Grading

Revised January 2025

The three standardized exams are graded only by an external examiner, that is appointed by the Danish Ministry of Education.

The oral exam is graded by the MYP 5 Danish A teacher together with an external examiner from a school in the Greater Aarhus area. In order for the external examiner to be able to grade according the official guide, he/she must receive the syllabus, texts from the syllabus, areas of study and the student's synopsis prior to the day of the oral exam.

The four different exams are graded using the following grading scale. In order to pass a '2' is the minimum:

Grade	-3	00	02	04	07	10	12
Keyword	Completely unacceptable	Inadequate	Adequate	Average	Good	Excellent	Outstanding
Nøgleord	Helt uacceptabelt	Utilstrækkelig	Tilstrækkeligt	Jævnt	Godt	Fortrinligt	Fremragende

You can read more at:

<https://www.uvm.dk/.../150327%20Proevevejledning%20Dansk%20FP%202015.pdf>

Danish National Test

The Danish A students from PYP 6 through MYP 5 are sitting for the Danish National Test. At AIS, we only use the DNT for Danish and not for the other subject areas. The DNT is mandatory for public schools in Denmark and voluntary for private schools. We use this assessment at AIS to measure that particular aspects of the students learning in the Danish language, when compared against other students in Denmark.

The DNT are assessing the students' abilities in three different areas.

- Understanding of language
- Decoding
- Text comprehension

The tests use a system where the difficulty level of the questions is based on the correctness of the previous answers.

The students are awarded an achievement level, that their teacher can access. Based on their score in the individual categories they are awarded one of the follow words:

- Fremragende (Excellent)(highest achievement level)
- Rigtig god (really good)
- God (good)
- Jævn (average)
- Mangelfuld (inadequate)
- Ikke tilstrækkelig (insufficient).

For more information, visit: <https://www.testogprøver.dk>

Gyldendal Webprøver

The MYP Danish A students are using Gyldendal's Webprøver to assess their Danish language and language usage. It is used in class to assess their progression with 'Dansk sprog og sprogbrug';

'Retskrivning' (spelling, grammar and use of language) and 'Læsning' (reading, reading comprehension and use of language).

The students are using this to prepare for two of the four Danish exams.
For more information: <http://www.webprøver.dk>.

Links to Other Policies

Academic Integrity – AIS is currently exploring and implementing updated assessment practices to keep pace with evolving technologies. These changes include emphasising process over product, discussion and critical analysis tasks over written production and increased use of in-class and timed assessments.

Inclusion - Full details of accommodations and special arrangements to remove barriers for assessments are listed in the Inclusion policy.

Language – AIS recognises the complex nature and rich tapestry of languages that each student brings to our community. Teachers are encouraged to explore translanguaging opportunities within assessment practices.

Assessment Review Cycle

The Assessment Policy is under ongoing development in order to respond to and meet the needs of our unique learning community, and to remain abreast of the most effective assessment practices in education. As a staff, we will review our assessment agreements and policy according to the policy review cycle and make adjustments in accordance with the latest IB guidance and changes in the school's circumstances.

Date of next Review: April 2028

Glossary

Authentic assessment – A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Evaluation – Provides information to make decisions about the product or process of learning.

Formative Assessment – Ongoing and regular assessment, which is used during the teaching and learning process to inform teachers and children about how the learning is developing. Formative assessment and teaching are directly linked.

Criteria referenced assessment – An evaluation that attempts to uncover the strengths and weakness of a student in terms of what they know or do not know, understand or do not understand, or can do or cannot do, as measured against a benchmark or standard.

Pre-Assessment – The assessment of a student's prior knowledge and experience, which will be evaluated prior to new learning experiences.

Reporting – The process of communicating the knowledge and understanding gained from assessing a student's learning.

Rubrics – A description of what the student needs to do or show in order to achieve a particular criterion referenced grade.

Summative Assessment – Summative assessment happens at the end of the teaching and learning process and is planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts in new and flexible ways. All summative tasks are completed at school.

Task – An illustrative task or performance opportunity that closely targets defined instructional aims, allowing students to demonstrate their progress and capabilities.

Tools – Are the instruments used to gather data about student learning. Tools can be both quantitative and qualitative, and refer to both written and oral tasks, group problem solving, performances and demonstrations, portfolios and observations.

References

- Black, P and Wiliam, D. 2010. "Inside the black box: Raising standards through classroom assessment". *Phi Delta Kappan*. Vol 92, number 1. Pp 81–90.
- Erickson, H. Lynn, Lois A. Lanning, and Rachel French. *Concept-based curriculum and instruction for the thinking classroom*. corwin press, 2017.
- Harlen, W and Johnson, S. 2014. *A review of current thinking and practices in assessment in relation to the Primary Years Programme*. The Hague, the Netherlands. International Baccalaureate Organization.
- Hattie, John, and Klaus Zierer. *10 mindframes for visible learning: Teaching for success*. Routledge, 2017.
- International Baccalaureate Organization (IBO). 2018. *Primary Years Programme: Learning and teaching*. Cardiff, Wales, United Kingdom. Peterson House.
- International Baccalaureate. (2018). Programme Standards and Practices (5th ed., 2024). International Baccalaureate Organization.
- International Baccalaureate. (2018). From Principles Into Practice (PYP) (3rd ed. 2024). International Baccalaureate Organization.
- International Baccalaureate. (2014). From Principles Into Practice (MYP) (3rd ed. 2024). International Baccalaureate Organization.
- Marschall, Carla, and Rachel French. *Concept-based inquiry in action: strategies to promote transferable understanding*. Corwin Press, 2018.