



Assessment Policy

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.

We strive to develop a positive sense of self and engage with our world on a local and global scale.

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International School Haarlem Assessment Policy

The International School Haarlem strives to create a positive environment in which students are equally supported and challenged to achieve. ISH students work hard to reach their full potential as engaged, critical thinkers and develop as lifelong learners.

At ISH we believe that we can help students along this path by providing them opportunities to reflect on their knowledge and experiences through rich and varied assessment tasks. Assessment is therefore seen positively, as a tool for learning. It forms a crucial part of the student learning experience at ISH.

Teachers recognise that assessment tasks should allow students optimal opportunity to show what *they can do*. Teachers strive to design assessments which are appropriate to the learning and are fair and accessible to the students.

This policy explains:

1. [What are the types of assessment at ISH?](#)
2. [How are students summatively assessed and graded?](#)
3. [What are our agreed ways of working and expectations of each other?](#)
4. [How do we report student progress throughout the year?](#)
5. [How do we determine whether a student is promoted to the next year?](#)

The ISH assessment policy is reviewed annually by the pedagogical leadership team (MYP Coordinator, DP Coordinator and Head of Education) to ensure compliance with IB requirements. Edits or additions are presented to the staff, students and the participation council (Medezeggenschapsraad; MR). It is also subjected to two yearly review by the Senior Management Team and MR.

Comments or questions about the assessment policy should be directed [Kate Lupson](#), (MYP Coordinator) and [Stavros Melachroinos](#) (DP Coordinator).

1. What are the types of assessment at ISH?

At ISH we make use of several types of assessment to help guide the learning process:

Pre-assessment: *Before a unit/topic, assessing prior knowledge or student interest*

We recognize that our students come from all over the world and have studied in many different educational environments. Therefore, their knowledge of certain topics may differ widely. Teachers may thus make use of a pre-assessment to decide what level of scaffolding or extension students need on a topic. This allows us to more effectively target our instruction.

Formative assessment: *A supportive process to help students and teachers understand how the student is progressing in their knowledge*

We believe that assessment is an important part of the learning process. Formative assessment can happen informally or formally and range from observations during lessons to formal feedback on pieces of work from both peers and teachers. Formative assessment **informs** students and teachers as to the development of a student's understanding.

Formal moments of formative assessment will be logged in ManageBac in **GREEN**.

Summative assessment: *An opportunity for students to formally showcase their understanding of concepts, knowledge, and skills*

We believe that students benefit from authentic opportunities to develop and display their knowledge. Summative assessment is the **sum** of the student's knowledge. Students receive a grade for a summative assessment.

Summative assessments will be logged in ManageBac in **BLUE**.
Students will have two weeks notice before a summative assessment so they can prepare.
Summative assessments will always be graded using the IB assessment criteria and rubrics.

In addition to more formal assessments, students may also be set homework.

Homework will be logged in ManageBac in **MAROON**.

2. How are students summatively assessed and graded?

At ISH we believe learning occurs best when it is set within a context and there is deep, conceptual understanding, not just mere repetition of facts. We therefore strive to make our assessments relevant and balanced.

Middle Years Programme

In every MYP subject, students are assessed in multiple criteria, representing the whole of the various competencies within a MYP subject. They are:

	A	B	C	D
Language and Literature <i>English, Dutch</i>	Analysing	Organising	Producing text	Using language
Language Acquisition <i>English, Dutch, French, Spanish</i>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies <i>Integrated History, Geography, and Economics</i>	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences <i>Integrated Biology, Chemistry, and Physics</i>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts <i>Visual Arts and Performing Arts</i>	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

The four criteria per MYP subject are equally weighted and form the full conception of a student's progress in a subject. Each criterion is assessed against a rubric with a maximum score of 8 for each criterion.

Students will be assessed in each MYP criterion **at least twice** over the course of the year.

Teachers use a "best fit" approach to determine a final mark per criterion that represents the student's best sustained effort on that criterion.

The student will therefore have four final marks for a MYP subject. These four final marks are then added together and mark bands are used to arrive at the final grade for a subject, as shown in the following table:

Grade	Band	Descriptor
1	1-5	<i>Produces work of very limited quality.</i> Conveys many significant misunderstandings or lack of understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	<i>Produces work of limited quality.</i> Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	<i>Produces work of an acceptable quality.</i> Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	<i>Produces good-quality work.</i> Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	<i>Produces generally high-quality work.</i> Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	<i>Produces high-quality, occasionally innovative work.</i> Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	<i>Produces high-quality, frequently innovative work.</i> Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

When a student has not been assessed in all four criteria (due to extenuating circumstances or a late start in the year) the student may receive a final grade of N/A.

Diploma Programme

School-based assessment and standardisation

The ISH teachers assign summative assessment tasks to students during the two DP years, assess the tasks internally and standardise them if needed. Teachers develop these tasks according to the requirements of the DP curriculum, as prescribed by the DP guides. The summative assessment results contribute to the term grades to monitor progress in DP and promote students from DP1 to DP2. Student work is the direct evidence of achievement against the IB requirements. The assessment results should aim to reflect student ability of the specific DP subjects. The report grade given by the ISH teachers each term, should also reflect the student ability at that point in time. At ISH we use the following standards published by the IB to determine the term grades;

- Each subject is graded 1–7, with 7 being the highest grade.
- **Grades** are also used as **points** (that is, 7 points for a grade 7, 6 points for a grade 6, and so on).

- The grade descriptors of each DP subject group. The grade descriptors indicate the achievement at each grade (1 to 7) for a group of subjects. The descriptors may refer to specific groups, but they are similar across all groups.
- The relevant DP subject criteria for the different assessment components. The subject criteria are derived from the course aims and objectives. The DP subject guides contain detailed information about the subject criteria.
- The weighting (%) for the different assessment components. The weighting indicates how IB internal and external assessment contributes to the final subject grade (1 to 7). This information is specified for each subject in the DP guides.
- The latest available May examination session grade boundaries. These are matrices that convert achievement from all assessment components of a subject to a single grade (1 to 7).
- The Extended Essay (EE) and Theory of Knowledge (ToK) matrix. Achievement on both EE and ToK is indicated with **letters** from A to E. The following matrix maps the letters to the combined points that students can achieve.

		ToK				
EE	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
E or N	Failing condition					

- The overall maximum points from subject grades, TOK and the EE is therefore $45 = (6 * 7) + 3$.
- There are no grades/letters awarded for creativity, action, service (CAS), but active participation and meeting the CAS learning expectations are requirements for promotion from DP1 to DP2.

For the DP subjects the assessments are cumulative. The nature of the DP subjects can vary considerably and thus each of the DP subjects will provide an overview of the assessment and grading process which will be included in the Programme of Assessments and Examinations (PAE). The PAE will also include the IB information regarding DP assessments, an overview of the various assessments per subject and a calendar overview of all summative assessment deadlines.

Assessment results for DP subjects which are taught/facilitated by two or more teachers, will be standardised. The involved teachers will choose three samples from their class (high-average-low grade) and negotiate the grading process until they reach shared standards. Standardisation sessions are scheduled throughout the year during allocated collaborative planning meeting times.

IB assessment and diploma requirements

At the end of DP2, IB awards diplomas to students who have met the IB assessment requirements. IB assessment consists of internally and externally assessed components that are submitted to IB. IB will not award the IB diploma to students who have not submitted all the relevant assessment components.

- Internal assessment (IA). DP subjects have IB mandatory components that are internally assessed by the ISH teachers and externally moderated by IB moderators. The students conduct their IA work under their ISH teachers' guidance, who continuously monitor student work for academic integrity issues.

- External assessment (EA). Several IB mandatory components are externally assessed by IB examiners. These components include examination papers taken during the IB official examinations in May and November and coursework that students complete during their DP studies.

IB awards the diplomas to a student who meets successfully the following assessment requirements.

- The student must study at least six subjects, plus the three core subjects (EE, TOK and CAS).
- The student must choose 3 (or 2) Standard Level (SL) and 3 (or 4) Higher Level (HL) subjects.
- The student must accumulate no fewer than 24 points from assessment in these subjects.
- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
- The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
- The student has not received a penalty for academic misconduct from the Final Award Committee.
- The student must meet all of the requirements within a maximum of three examination sessions.
- A student who takes the diploma in multiple languages may be eligible for a bilingual diploma.

(“Diploma Programme Assessment procedures 2021”)

Incomplete student work

If there are no clear extenuating circumstances for missed work the subject teacher or form tutor will speak with the student and contact the parents to try to find a timely and appropriate solution. If this is unsuccessful, the work will be recorded as incomplete (INC). It should be clear that ultimately the student is responsible for handing in their work and that they recognise that an INC mark/grade is an automatic fail.

Further discussion of final grades can be found in [section 5](#).

IB assessment and national requirements

The Dutch government requires from all schools to provide education that enables students to be awarded a secondary school qualification. ISH as a member of the Dutch International Secondary Schools (DISS), complies with this requirement and enables students to be awarded the complete DP diploma. The Dutch government does not have any further mandates, such as assessing students and reporting achievement using particular standards and norms.

3. What are our agreed ways of working and expectations of each other?

Everyone in the school community has a role to play in ensuring that our students are able to best showcase their abilities and use assessment as a learning tool. The following is a breakdown of how we work and what our roles are:

Ways of Working	Our Expectations of the Teacher	Our Expectations of the Student
Tasks & ManageBac	<ul style="list-style-type: none"> • Every summative task will be posted in ManageBac in BLUE. • Tasks will be posted at least two weeks in advance of the date of the assessment. • The title of the task on ManageBac will state the class name and the assessment criteria. <ul style="list-style-type: none"> ○ Ex: VA Crit D: Bee Yourself • If a task requires <i>no</i> work at home (so no studying or preparation) and will be done <i>entirely</i> in class, this will be indicated in the title of the task. <ul style="list-style-type: none"> ○ Ex: PHE – NO PREP, Crit C: Badminton performance • The body of the task will explicitly state what the student needs to know or do for the task. Teachers will make clear the expectations or word limits of an assignment. • Teachers will provide students with <i>task-specific</i> rubrics • If there is a document the students need to read for the task it will either be a linked Google Doc or a PDF. • Teachers will look at the ManageBac calendar for the year group before setting a task to ensure that the students are not overburdened with assignments. 	<ul style="list-style-type: none"> • Keep track of your ManageBac calendar so you know what assessments are coming up. • Plan ahead so that you are not overwhelmed by what you have to do. You might want to break assessment tasks up into smaller bits for yourself! • Ask the teacher if it is unclear what you will need to do for a task. • Read the rubric on ManageBac so you understand how you will be graded. • If you need to upload your work, you do it by the deadline and upload a PDF of your work.
Missed or Late Work	<ul style="list-style-type: none"> • When a student has missed an assignment or is late with work, the teacher will log this behaviour on ManageBac, which will alert the form tutor. The form tutor monitors for patterns of behaviour. • The teacher reserves the right to ask the student to complete the missing work in class or after school (parents given 48 hours notice). 	<ul style="list-style-type: none"> • If you know you are going to be absent for an assessment, you must inform the teacher in advance and make a plan for when you will do the work. • If you are absent the day of an assessment, your parents must send an explanation of your absence. • If you are absent, it is your responsibility to contact the teacher about making up the work. You

	<ul style="list-style-type: none"> • If the teacher has not been contacted by the student within two days, the teacher will inform the form tutor and parents of the missed/late work. 	<p>should contact the teacher within two days of the assessment. Work should be made up within two weeks, except when there are extenuating circumstances.</p> <ul style="list-style-type: none"> • If your work is late but there is a valid excuse, your parents must explain this. Under these circumstances or in agreement with the teacher, lateness is excused. • Late work must be handed in within 48 hours of the deadline unless you have made another agreement with the teacher. • Missed or late work without valid excuses will result in consequences (see behaviour policy). Late work handed in beyond the 48 hours grace period may result in a 0. Incomplete work at this point will be graded as if it were complete. • All work assigned within a term must be handed in within the term.
<p>Marks & Returned work</p>	<ul style="list-style-type: none"> • Teachers periodically discuss student work in collaborative planning meetings to ensure that we are all marking in the same way. • The teacher will return marked work to the students within a timely manner. The teacher will let the students know when the work will be returned. • Grades are logged on ManageBac. • Feedback will be provided to the students. 	<ul style="list-style-type: none"> • The student will read feedback and look for ways to improve on future assessments. • Students should keep an organized portfolio of their work per subject. Digital work is organized into a portfolio on ManageBac. Students should organize their paper-based assignments as well.

4. How do we report student progress throughout the year?

Marks on assessments are available for students and parents to see in real time via ManageBac. Beyond that, we have identified a number of times throughout the year where we will report on student progress:

First Term Progress Report

This report will be released to families via ManageBac in **December** and provides grades out of 7 for each subject. For MYP, in cases where not every criterion has yet been assessed, the student will receive a grade of NA for the subject.

This report will be accompanied by a comment from the form tutor about the student's general progress.

Parent-Teacher Meetings

Families can meet with teachers in **January** to discuss their child's progress in various subjects. Students are invited to attend with their families.

Mid-Year Progress Report

This report will be released to families via ManageBac in **March** and provides grades out of 7 for each subject. For MYP, in cases where not every criterion has yet been assessed, the student will receive a grade of NA for the subject.

This report will be accompanied by a reflection by the student about their progress and goals for the remainder of the year.

This report will be also accompanied by comments from the teachers about the student's progress.

Parent-Teacher Meetings

Families can meet with teachers in **June** to discuss their child's progress in various subjects. Students are invited to attend with their families.

End-of-Year Report

This report will be released to families via ManageBac in **July** and provides final grades out of 7 for each subject.

In addition to these reporting moments, ISH holds various workshops throughout the year to help families understand the Middle Years / Diploma Programme and how assessment works at ISH.

5. How do we determine whether a student is promoted to the next year?

For a discussion of how grading works at ISH, please see [section 2](#).

It is our goal that each student is placed in the appropriate year level where they can flourish. For this reason, we have developed promotion criteria. In order to be promoted to the next year at ISH, students must have:

Middle Years Programme

- all final grades above 2
- no more than two final grades below 4
- completed the school's requirements for Service as Action (see SA policy).

Requirements for choosing subjects in the Diploma Programme

MYP5 students promoted to DP1 must also have a DP package of at least 3 Standard Level (SL) and 3 Higher Level (HL) subjects, with the following requirements.

All subjects chosen in the DP package

- a final grade of at least a 4 for a subject to take that subject at SL.
- a final grade of at least a 5 for a subject to take that subject at HL.

DP Group 2 language (language acquisition) subjects

<i>If at the end of MYP5, the student has completed a language at the following phase</i>	<i>Then at the beginning of DP1, the student could attend the following subject/level¹</i>
Phase 1	Ab initio
Phase 2	Ab initio (in rare cases) Language B SL
Phase 3	Language B SL
Phase 4	Language B SL/HL
Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL
Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL

¹ Teachers will determine/strongly advise on the most appropriate subject/level based on individual circumstances.

DP Group 5 mathematics subjects

DP mathematics subject/level	Requirements
Applications and interpretation SL	A promotional report in MYP
Applications and interpretation HL	An end-of-year grade greater than or equal 6 (out of 7) and a minimum mark in criterion A for <ul style="list-style-type: none">• MYP5 standard mathematics: 6 (out of 8)• MYP5 extended mathematics: 5 (out of 8)
Analysis and approaches SL	An end-of-year grade greater than or equal 5 (out of 7) and a minimum mark in criterion A for <ul style="list-style-type: none">• MYP5 standard mathematics: 5 (out of 8)• MYP5 extended mathematics: 4 (out of 8)
Analysis and approaches HL	An end-of-year grade greater than or equal 6 (out of 7) and a minimum mark in criterion A for <ul style="list-style-type: none">• MYP5 extended mathematics: 5 (out of 8)²

Diploma Programme

DP1 students promoted to DP2 must successfully meet the following requirements.

- at least 24 points for the six (excluding the additional) chosen subjects
- at least 12 points in the three HL subjects (for four HL subjects, the three highest grades count)
- at least 9 points in the three SL subjects (5 points in case of two SL subjects)
- no grade 1 awarded in a subject/level
- no more than two grade 2s awarded (SL or HL)
- no more than three grade 3s or below awarded (SL or HL)
- a minimum of D in the Theory of Knowledge and Extended Essay
- met the necessary creativity, activity, service (CAS) requirements.

Further information about promotion

Students who have not met the minimum requirements for promotion but who have learning support or languages issues will be considered for promotion if they have shown sufficient progress and it is determined by the senior leadership team and learning support team that promotion to the next year is in the best interest of the student.

Students who have not met the minimum requirements for promotion will be asked to repeat a year when the student may benefit from developing their learning with a repetition of the year. Students who have not met the promotion criteria are reviewed as part of a whole staff/ department evaluation. Parents are invited to explore the evidence regarding promotion with the senior leadership team, which reviews all promotion decisions.

² Teachers will consider individual cases of MYP5 standard mathematics students attending the subject, if a student has an exceptional end-of-year report in mathematics.

A student may only repeat a year once. It is not possible to repeat two consecutive years.

We encourage families to stay up-to-date on their child's progress through the use of ManageBac and reach out to the Form Tutor if there are concerns. If a student is at risk of not being promoted, parents will be informed after the second progress report. Guidance or supportive steps will also be discussed at this point in order to increase the student's promotion success.

Questions about the promotion policy should be directed to [Mrs Hannah Mansbridge](#), Head of School - Education.

Works cited

“Diploma Programme: From Principles into Practice.” International Baccalaureate Organization, 2015.

“Diploma Programme Assessment procedures 2024.” International Baccalaureate Organization, 2024.