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AAGE

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

Aarhus Academy for Global Education (AAGE)

Assessment Policy

The purpose of this document is to clarify teachers' 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 our mission statement and values:

<i>Our Mission</i>	<i>Our Values</i>
<i>AAGE 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>	Academic Excellence Open-mindedness Respect for all cultures

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.

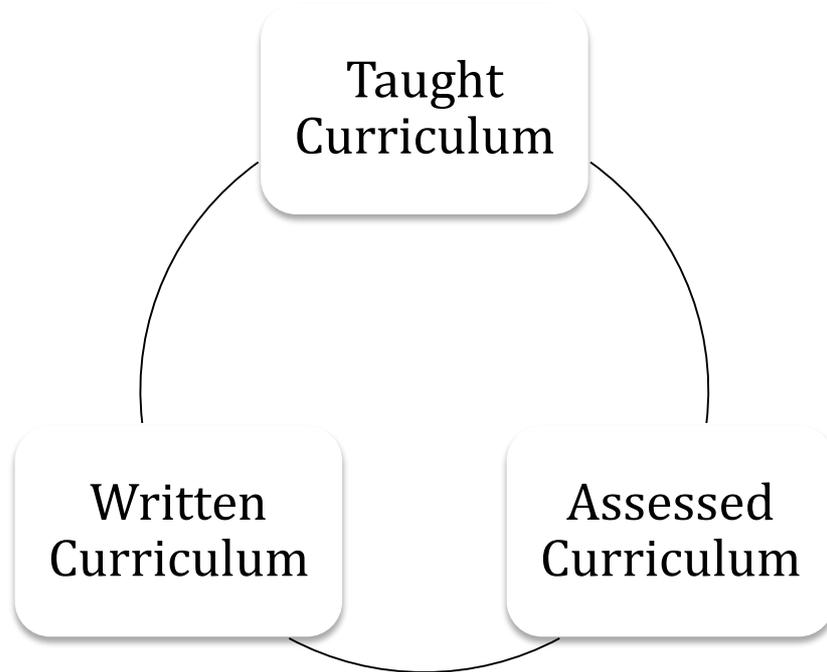
At Aarhus Academy for Global Education (AAGE) we believe assessment is an integral part of the instructional cycle and drives the improvement of the learning process. Effective assessment practices allow for the gathering and analysis of information and encourage effective teaching and learning. It is 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; students, teachers, parents, administrators and board members should have a clear understanding of the reasons for the 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 AAGE, 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

AAGE believes that the written, taught and assessed curricula are interlinked and assessment is crucial for effective teaching and learning.



Our fundamental principles 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.
- 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.

Assessment Across AAGE's Primary Years Programme (PYP) and 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 AAGE?</i>	<i>What assessment actions do we take due to our Philosophy?</i>	<i>How does assessment look at AAGE?</i>
<i>The purpose of assessment is to inform teaching practice and the learning environment to cater for diverse student learning styles.</i>	<i>Assessment thoughtfully and effectively guides students through the essential elements of learning, the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, the decision to take responsible action and the setting of goals.</i>	<i>The teaching staff at AAGE use and develop a range of assessment tools. Teachers select from a number of assessment strategies, reflecting student needs and skills.</i>
AAGE assesses in order to:	AAGE assessments are:	AAGE assess by:
establish an accurate picture of students' strengths and weaknesses	on-going, varied and continuous	pre-assessments
evaluate the effectiveness of the teaching	authentic	self-assessments
provide immediate and consistent feedback to students	utilizes a wide range of multiple strategies and tools	peer assessment
evaluate the effectiveness of the curriculum	have clear criteria which are known and understood in advance	formative assessment
plan extension activities	uses authentic contexts directly related to inquiry units	summative assessment
determine the suitability and level of courses	consistent, fair and reliable	external assessment
inform teachers, parents and the school	involve regular and accurate reporting to students and parents	
report student progress and achievement to others (teachers, parents, future schools, universities or employers)		
link to the notion of lifelong learning in the AAGE/IB mission statement		

Assessment in AAGE's Primary Years Programme (PYP)

Teachers, students and parents will assess, record and report learning through:

- 1) Units of Inquiry
- 2) Learner Profile/Attitudes
 - a. The PYP 8 Exhibition
- 3) Conferencing
 - a. Three-Way
 - i. Written Reports
 - b. Student-Led
 - i. Portfolios

1) Units of Inquiry

Purpose: Each unit of inquiry will include both formative and summative assessment and be skillfully planned (in the planners via ManageBac) aligned with the IB Scope and Sequence ensuring consistency and developmentally appropriateness. AAGE teachers are cognizant to make sure that all essential elements are authentically embedded and assessed: knowledge, concepts, skills, attitudes and action. The purpose and means of assessment will be clearly explained to our students.

Formative Assessment: Formative assessments are interwoven within each 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.

Summative Assessment: Summative assessments take place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through the unit of inquiry. Summative assessments may include one or any combination of the following: acquisition of data, synthesis of information, application of knowledge and process.

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

Assessment Strategies	Assessment Tools
Observations	Rubrics
Performance	Exemplars
Assessments	Checklists
Process-focused	Anecdotal Records
Assessments	Continuums
Selected Response	
Open-ended tasks	

Assessment Strategies

Practice (Strategies for recording and reporting)

Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.

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

Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or working towards the expectations.

Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.

Test/quiz: These assessments provide a snapshot of students' subject-specific knowledge.

Student reflections: Students may be asked to reflect on what they have learned at the end of a lesson/unit.

Assessment Tools

Rubrics: 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.

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

Checklists lists of information, data, attributes or elements that should be present in students' work or performance

Anecdotal records: brief, written notes based on observations of students

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

Reflections:

Student- Student generated reflections will take place at the end of each unit.

They may be any of the following:

- 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 of each unit will occur after a unit of inquiry is taught. As a year level team, teachers will rewrite/revise stages 6, 7 and 8 in their planners via ManageBac.

2) Learner Profile/Attitudes

Purpose: While at AAGE, all participants in the learning process are expected to model the attributes of the Learner Profile. The assessment of the policy will be for students to self reflect and set goals on their development of the attributes.

Strategies/Tools:

- The Learner Profile and Attitudes are authentically embedded in each Unit of Inquiry (UoI). Teachers plan purposeful learning experience for students to experience all of these attributes within a school year.
- An AAGE Tree is displayed and leaves are added as the school community demonstrates these attributes. Each leaf recognizes an individual, identifying and providing an example of what was observed.
- With each Written Report, students use the Learner Profile Reflection to self-assess their growth and understanding. These are kept in the student's portfolio.

- PYP 8 will reflect their personal growth/journey through demonstration in the exhibition using portfolio pieces.

Agreements:

- Assessment of the Learner Profile and attributes are student driven.
- Parents 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 and Attitudes while at AAGE.
- 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 communicated to parents.

a. The PYP 8 Exhibition

Students in PYP 8 are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP(knowledge, skills, concepts, attitudes and action) This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

3) Conferencing

Purpose: The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/ guardian, and the learner and teacher.

a. Three-Way (Student, Parent, Teacher)

Purpose:

- To report to parents, their student’s growth from the beginning of the year through the second Unit of Inquiry.
- To have student’s reflect on their growth and take ownership for their learning.
- To set goals with the student and parent to ensure the student’s continued success

i. Written Reports

Written reports are generated from ManageBac and reflect student process across all of the disciplines. These are discussed during the Three-Way Conferences.

In PYP 1/2 reports are descriptive outlining the learning journey of our younger students.

In PYP 3-8 descriptors are used for achievement of learning outcomes and effort.

Abbreviation	Meaning
E	Exceeding expectation: the student has mastered the skill, knowledge or understanding of key concepts.
M	Meeting expectation: the student is showing strong evidence of consistently applying the skill, knowledge or understanding of key concepts.
W/T	Working Toward expectation: the student has not yet or is just beginning to gain the skill, knowledge or understanding of key

	concepts.
R/A	Requires Assistance: the student needs additional support to gain the skill, knowledge or understanding of key concepts.
N/A	Not Applicable: Not covered this term or missed term work.

b. Student-Led

Purpose: Students celebrate their learning growth. These take place in the spring and allow students to share with their parents sample pieces of work that they have done within the Transdisciplinary Themes across subject areas.

i. Portfolios

Purpose: The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

NB: For PYP 4-8 Danish A, the Danish National Objectives (trinmål) are used. AAGE is committed to constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking. To ensure that Danish A lessons are aligned with the PYP philosophy of assessment, assessments in Danish A are integrated with the planning, teaching and learning. In Danish A, we plan to address all essential elements of the programme. We provide evidence of student learning over time across the Danish A curriculum.

Assessment in AAGE's Middle Years Programme (MYP)

In the MYP at AAGE we use several different ways of assessing the students' progress. Reflection and evaluation by the students themselves is 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 are several strands. These strands are also directly aligned to the strands in the corresponding subject objectives. Each strand 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 are also used. 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, English Language and Literature and Mathematics, the Danish National Objectives (trinmål) are also used. There is no formal assessment of these objectives 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, one or more formative assessments and will conclude with a summative assessment.

1) Pre-assessment

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 complete a self-assessment sheet, including a reflection organized by criterion and their own opinion about which level they achieved for each criterion.

3) Peer assessment

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

4) Formative assessment

Formative assessments will take place during the course of each unit and are often less formal than summative assessments. They may include work completed at home, the students own reflections and evaluations or more informal records kept by the teacher as to the students progress.

5) Summative assessment

Summative assessment tasks can take place both during the unit, and at the end of a unit and enable the teacher to see what a student has understood and internalized from the unit. These assessments are more formal and usually take place in class. For the summative assessment in each unit, the students are issued with a summative assessment cover sheet. This sheet will include the statement of inquiry, objectives for the unit and spaces for student reflection and teacher feedback. At the bottom of the sheet is a line for parental signature so that we can be sure that parents have seen the levels awarded for each assessment and the feedback given. This is to ensure that all parties are clear about the levels that students are achieving at all stages of the process and not just when final reports are given. Summative assessments are marked promptly and the criterion-referenced levels are entered into ManageBac, our academic management system.

6) External assessment

At present there is no external assessment in AAGE. This will change over the next two years as part of the MYP Next Chapter developments and once we become an authorized MYP school.

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
- Developmental workbook/Process journal
- Exhibition
- Business plan
- Multi-media/oral presentation
- Posters/Movies
- Physical games/sports/fitness plan
- Portfolio

Standardisation/Moderation

Once a unit all the MYP teachers meet together and 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.

Reporting

At AAGE 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 concludes with a full written report in December and June. There is also a student led conference in March, where each student shares their achievements with their families.

Three-Way Conferences

These conferences happen twice a year, in October and April, and are an opportunity for students, teachers and parents to talk together about each student's academic progress. Each student will have a form with each subject and subject teacher listed and a space to write a specific goal for the following term in that particular subject. 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 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.

Written Reports

Full written reports come out in December and June and are generated from ManageBac. 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 an effort grade for each subject out of 5. Each subject teacher writes a short comment on each student. The students are also given levels for ATL skills and Learner Profile attributes and the homeroom teacher writes a short comment as to the student's general progress and attitude in school, including the Action and Service programme. The June report for MYP3 students also includes the levels achieved for the Community 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. 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

AAGE 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 extenuating circumstances will be taken into consideration but the task will be marked as not assessed or N/A. If there are several missed deadlines, then the parents will be called in for a meeting and a discussion of the issues involved.

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 obtains 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 Middle School Counselor in order to discuss their academic progress and future plans. Exceptions will be made in the case of ELL students and students with special needs or extenuating circumstances.

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.

Assessment Review Cycle

As a staff, we will review our assessment agreements and policy annually in August according to the latest IB guidance and changes in the school's circumstances.

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