



Anton Bruckner International School
Linz, Austria



Anton Bruckner International School

Assessment Policy



Contents

1. Philosophy
2. Legal Framework
3. Programme Framework
4. Whole School Approach to Assessment
 - 4.1 Aspects of assessment
 - 4.2 Purpose of Assessment
5. Principal, Administrator and Coordinator Responsibilities
 - 5.1 Teacher responsibilities
 - 5.2 Student responsibilities
 - 5.3 Parent responsibilities
6. Approaches to Learning (ATL)
 - 6.1 ATL skills assessed
7. Assessment and Language Learning
 - 7.1 Assessment in religion
8. Special Educational Needs
9. PYP and MYP Similarities
10. External Assessments
11. Failing the year
12. What is assessment in the PYP
 - 12.1 Four dimensions of assessment
 - 12.2 Assessment in the PYP
 - 12.3 Assessment in the classroom
 - 12.4 Scope of assessment
13. Portfolios
14. Internal Assessments
15. Assessment strategies
 - 15.1 Observations
 - 15.2 Performance Assessments
 - 15.3 Closed response questions
 - 15.4 Open response questions
 - 15.5 Assessment Tools
16. Student Agency and Assessment
17. Reporting

18. Teacher - Student Conference

18.1 Teacher - Parent Conference

18.2 Student - Led Conference

18.3 Additional Conferences

19. Report Cards

20. Assessment in the MYP

20.1 Assessment aims to

20.2 Assessment strategies

20.3 MYP Assessment Criteria

20.4 MYP Assessment submission procedure

20.5 Homework/formative assessments

21. Missing Assignments

Whole-school Assessment Policy, PYP 1 to MYP 5

1. Philosophy

Our school is committed to providing our students with a varied, stimulating and challenging education. An essential part of this process is assessment, which allows all members of the school community to identify the effectiveness of teaching and the level of learning which takes place in our school.

In keeping with the school's assessment principles and the spirit of the IB Primary and Middle Years Programmes, assessment at ABIS is geared toward improving, rather than simply documenting student performance.

The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and how well we are teaching our students.

The purpose, objectives and process of any assessment should be clear to students, parents and other stakeholders and assessment should take place continually, through both formal and informal means, throughout the process of teaching and learning. Assessment also provides a clear picture of student attainment, across different areas, throughout their time here at ABIS.

2. Legal Framework

As a charter school teaching a curriculum based on the IB's curriculum directives, our approach to assessment and reporting is driven by needs and requirements of the IB's programme. We do, however, have a legal responsibility as a school recognised by the Austrian government to provide formal Austrian report cards in PYP 4, MYP 3 and MYP 5 to all of our students. The grades given on these report cards are calculated by converting scores given on IB assessments into the Austrian system which gives grades from 1 (top) to 5 (bottom). For parents of students in PYP 3, PYP5, MYP 1, MYP 2 and MYP 4, Austrian report cards may be offered upon request, which must be made 4 weeks prior to the publication of report cards. Extra or duplicate report cards can be made at a cost of €20.

3. Programme Framework

IB Standard	Description
(0301-05)	The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.
(0404-01)	Students and teachers use feedback to improve learning, teaching and assessment.

(0404-02)	The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.
(0404-03)	The school administers assessment consistently, fairly, inclusively and transparently.
(0404-04)	Students take opportunities to consolidate their learning through assessment.

4. Whole School Approaches to Assessment

Assessment is an integral part of the teaching and learning process. Assessment *for*, assessment *as*, and assessment *of* learning are approaches that enable teachers to gather evidence and make judgements about student achievement. The purpose of assessment in the school is to improve student and teacher performance. Assessment should be culturally and linguistically sensitive and provide students, teachers, parents, administration and the whole school community with direction and focus.

4.1 Aspects of Assessment

We believe that assessment should:

- Reflect what is taught.
- Be based on clear criteria that are communicated to students.
- Have consistent and transparent procedures and policies that are clearly articulated to all involved.
- Be adapted, where necessary, to meet the needs of individual students.
- Assess the development of a broad range of skills and competencies, not just subject knowledge, in line with the IB's philosophy.
- Take varied forms which allow students to express their skills and understanding in a variety of different ways.

4.2 Purpose of Assessment

Assessment at ABIS aims to:

- Provide students with knowledge of their strengths, areas for concern and learning styles so that they can develop strategies to improve their performance with increasing confidence and independence.
- Provide teachers with evidence of student learning so that appropriate teaching and learning styles can be employed for individuals, groups, and classes.

- Provide parents with clear guidelines of assessment procedures at ABIS, so that they can understand and support their children's learning needs. We aim to foster effective communication of assessment and learning to maintain an informed community.
- Provide administration with a tool for monitoring standards, so that they are effectively implemented and maintained throughout the school.

5. Principal, Administrators', and Coordinators' Responsibilities

- To communicate with teachers, students and parents the expectations of the programme regarding assessment.
- To support teachers in the provision of assessments.
- To assist teachers in analysing assessment results and outcomes.
- Monitor the implementation of the assessment policy

5.1 Teachers' responsibilities

- To provide a variety of assessments that meet the needs of students.
- Evaluate and adapt learning and teaching on the basis of assessment results
- To adapt teaching methods in line with the outcomes of results
- To evaluate the performance of students according to the criteria laid out in the curricula and other relevant documents.
- To write report cards and attend parent-teacher conferences.
- Document assessment data on all their students.
- Provide opportunities for more than one judgement to be made for each learning outcome.
- Report to students and parents on student progress.
- Provide timely feedback, together with evidence, to help decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding, and skills.
- Provide ways for students to use formal and informal feedback to help them understand the next steps in learning.
- Reflect on the effectiveness of instruction and on assessment instruments.

- Provide clear guidance concerning age-appropriate expectations such as deadlines, content, assignment format, academic honesty and treatment of late work.
- Encourage students to take responsibility for their own learning.
- Encourage students to ask questions about their learning.
- Document assessment data on all students taught.

5.2 Students' responsibilities

- To prepare for, and work diligently on assessment tasks.
- To ask for clarification if results and feedback are unclear.
- To assess their own work and the work of their peers where directed.

5.3 Parents' responsibilities

- To ensure that students get time to prepare for assessments where necessary.
- Not to provide too much help to students with assessments.
- To read report cards.
- To attend parent-teacher conferences.

6. Approaches to Learning (ATL)

As an IB school, we are also focused on developing students' abilities in these key learning skills. These skills will be explicitly taught, monitored and reported on throughout both the PYP programme.

6.1 The ATL skills assessed are:

- Communication
- Research
- Self-management
- Social
- Thinking

7. Assessment and Language Learning

ABIS adheres to the underlying IB ethos, that all IB teachers are language teachers regardless of subject. As such, teachers across subject groups work to develop strategies for supporting those students for whom English is not their first language. Through the use of formative assessment and Assessment for Learning methodologies, teachers differentiate learning opportunities to support the whole child. Language support forms part of this developmental strategy.

7.1 Assessment in religion

All students attending religion classes will receive a separate report card in the subject with achievement and effort grades.

8. Students with Special Educational Needs

Students with specific diagnoses, for example in dyslexia or dyscalculia, may be given compensatory tools to help with assessments, for example, speech-to-text writing tools or extra time to complete assessments.

9. How is the IB PYP similar to the IB MYP?

IB Primary Years Program	IB Middle Years Program
Inquiry-Based Learning	
Concept-Based Curriculum	
Interdisciplinary Learning	
Authentic Formative & Summative Assessment	
Action	Service as Action
Transdisciplinary Skills	Approaches to Learning
Transdisciplinary Themes	Global Contexts
PYP Learner Profile	Learner Profile

10. External Assessments at ABIS

- **German Reading Comprehension Assessment:**

Commencing PYP 1 to PYP 5 students will undergo a yearly reading comprehension assessment, which helps to improve reading proficiency.

- **International School's Assessment:**

The ISA is a set of tests used by international schools and schools with an international focus to monitor student performance over time and to confirm that their internal assessments are aligned with international expectations of work. Students will sit these assessments in PYP 5, MYP 2 and MYP 4.

- **IB e-Assessment**

The MYP eAssessment offers practitioners an innovative tool to gain valuable insights into learning and teaching. Additionally, it offers students an option to gain a qualification for their middle years' education and an assessment experience that aligns with today's digital learning environment. MYP5 are

registered for eAssessments; ePortfolio and on-screen examinations in all subjects. These take place in the final year of the program. ePortfolio (incl. Personal Project) are submitted in February and March for internal standardisation and uploaded to the IB for external moderation. On-screen exams occur in May of the MYP5 (grade 10) and are 2-hour examinations on a computer-based program from the IB. They are timed to occur on specific dates released by the IB each year.

11. Failing the year

- As soon as teachers recognize that a student's performance falls below expectations, parents are invited to a meeting to discuss solutions
- Six weeks prior to the final report, parents receive a registered letter sent officially from the principal to inform parents that their child might fail; this is followed by a meeting and recommendation for the parents.

For PYP only:

- We may also recommend repeating a year in cases where a child isn't yet "failing", but we feel it is in their best interests to repeat before they are in a position where they will fail.

For MYP only:

- To be able to continue in their year group, the student is required to pass a written and/or oral exam at the beginning of the new school year.
- Failure of this test will result in the student repeating the year.

12. What is assessment in the PYP?

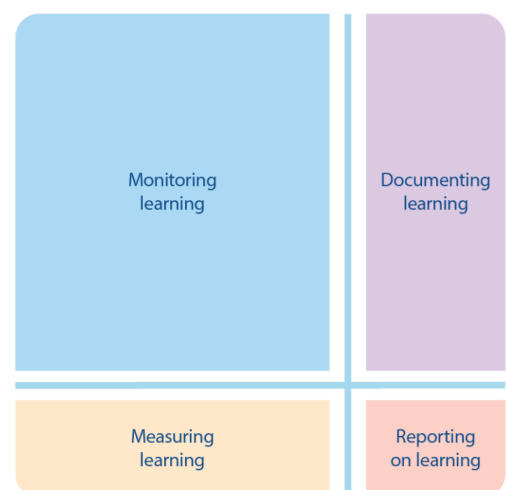
12.1 The four dimensions of assessment

(Source: PYP: from Principles into Practice - Learning and Teaching - Assessment - How to Assess pg. 74-77)

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions, "Am I making progress? How do I know?" They gather evidence of learning to answer these questions.

PYP assessment has four dimensions:

- **Monitoring**
- **Documenting**
- **Measuring**
- **Reporting on learning.**



Although the four dimensions of assessment are not weighted the same; each dimension has its own place and value. The PYP chooses to put emphasis on

monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.

We are mindful of the PYP perspective on assessment and standard 0404- 03 and of the IB Programme standards and practices in all of our assessment and reporting practices and initiatives.

12.2 Details of Assessment in the PYP

- **Pre-assessment**

takes place at the beginning of instruction to find out what students already know in order to plan the next stage of learning.

- **Formative assessment**

is interwoven with daily learning and provides both teachers and students with useful feedback on how well students are understanding and applying the new concepts, skills, and knowledge.

- **Summative assessment**

takes place at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes. These can address multiple learning styles. These usually take place at the end of a unit.

- **Student self-assessment**

is interwoven throughout the daily learning to engage the students in reflection and assessment on their own learning. The students are given adequate time to reflect on their progress in all subject areas, including the attributes expressed in the learner profile.

- **Student peer assessment**

occurs throughout the learning process, in a trusting and respectful manner, and encourages students to reflect on one another's learning and support each other's development.

- **The Exhibition**

takes place at the end of PYP 5 and requires students to demonstrate their learning throughout the Primary Years Programme, and how they can apply it to an unfamiliar situation. It provides a good summative assessment of student learning throughout our programme.

12.3 Assessment in the classroom includes:

- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplary student work

12.4 Scope of assessment

Within the PYP, the following competencies will be assessed by teachers:

- Understanding of key concepts
- Knowledge and understanding of central ideas and lines of inquiry
- Development of skills and knowledge across the curriculum
- Development of approaches to learning (ATL) skills
- Development of learner profile attributes

13. Portfolios

Portfolios are a record of students' involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. They are connected to units of inquiry and contain a curated selection of work, chosen both by the teachers and students, which provide a record of the inquiry process.

Purpose of portfolios:

- Empower students to be active participants in their own learning
- Encourage reflection on the learning process and achievements

- Encourage students and parents to see learning as a continuous process
- Encourage a sense of pride in one's work and thereby building self-esteem

14. Internal Assessments at ABIS

- **Oral Assessment:**

Oral assessment takes place during group discussions, one-to-one discussion, class activities, presentations, debates, storytelling, reviewing, and learning games that are recorded by the teachers. The results are shared with students, teachers, and parents.

- **Written Assessment:**

Texts based on different writing prompts written in grades PYP 1 to 5. The written assessments are assessed with rubrics.

- **ESOL Testing:**

Oral, reading and writing proficiency in English to identify students for English support, or to determine if an ESOL student is ready to exit the programme.

15. Assessment Strategies

It is especially important at ABIS, where students have contact with a number of teachers, that teachers are involved in using a variety of assessment strategies.

15.1 Observations

- Made often and at regular intervals
- Made of individuals, groups and whole class
- Made in different contexts to increase validity

15.2 Performance Assessments

- Are goal-directed tasks with established criteria and often opportunities for problem-solving
- Use multiple skills
- Have more than one correct response

15.3 Closed response questions:

- Used to determine how much a student knows or can perform certain skills (e.g. tests, quizzes, dictations, etc.)

15.4 Open response questions:

- Used to stimulate an original response by students and to demonstrate further learning. An example might be a long-form story or piece of writing that is assessed against different criteria.

15.5 Assessment Tools

- **Rubrics**
The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.
- **Checklists**
A list of criteria against which students are assessed (e.g. information, data, attributes, or elements that should be present).
- **Anecdotal Records**
These are brief written notes based on observations of students.
- **Continuums**
These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

16. Student Agency and Assessment

Wherever possible, students should have the opportunity to exercise agency when it comes to assessment and have the opportunity to show their knowledge and understanding in ways which they choose, and which play to their strengths.

17. Reporting

Reporting is a means of giving feedback from assessment. Our reporting includes:

- Involvement of parents, students, and teachers as partners
- Reflection of the school community values
- Comprehensiveness, honest, fairness, and credibility
- Clearness and comprehensiveness to all parties
- The chance for teachers to incorporate what they learn during the reporting process into their future teaching and assessment practices (PYP Assessment)

18. Teacher-Student Conferences

These conferences are usually informal. They are incorporated into the regular classroom routines and are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

18.1 Scheduled Teacher-Parent Conference

This conference is a formal conference between both language teachers, and the parents to provide feedback about the child's progress and needs. Teachers take this opportunity to answer the parent's questions, to address their concerns and to help define their role in the learning process. At ABIS this conference takes place at the end of November.

18.2 Scheduled Student-Led Conference

This conference is a formal conference between students and parents. The students will, with the support and guidance of the teacher, select the work to be discussed. They reflect on their progress and share the responsibility of informing their parents. At ABIS this conference takes place in the month of May.

18.3 Additional Conferences

During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack thereof, of a student.

19. Report Cards

At ABIS we send out two international report cards a year (February, July) to report back on each student's progress. These are sent out electronically via Toddle.

The IB report card is detailed and provides personal feedback on how the student is progressing in the development of their knowledge and skills. Their competence will be communicated with a "grade", shown below:

Achievement	Explanation
Exceeding	The student is consistently working above grade level expectations.
Achieving	The student is independently working at grade level.
Developing	The student requires minimal teacher support to meet grade-level learning outcomes.
Area of Concern	The student requires significant teacher support and is working towards grade-level learning outcomes.

Furthermore, students in PYP 4 will receive two Austrian report cards (in February and July). Upon request, students of PYP 3 and 5 will receive an Austrian report card. The report card is written by the homeroom teacher. In addition, all single-subject teachers report on their specific subject areas. Since IB units are not reflected on the Austrian report card, we transfer the students' attainment in the units into single subject grades which are on the Austrian report.

The Austrian report card grades, when given out, will be based on the IB report card grades on the following basis:--+

IB Achievement Level	Austrian Report Card Grade
Exceeding	1
Achieving	1 or 2 (depending on effort)
Developing	2 or 3 (depending on effort)
Area of Concern	3, 4 or 5 (depending on effort)

Approaches to Learning (ATL) Skills and Learner Profiles are reflected in the comments that teachers write on every report card. Judgments are made based on student competencies within each of the ATL skills within each subject and communicated in the IB report card

20. Details of Assessment in the MYP

20.1 Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunities for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts

- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.**

20.2 During each MYP unit, teachers will design a wide variety of assessment strategies and authentic assessment tasks to match our philosophy and purpose as follows:

- **Formative Assessments:** designed to measure student understanding and help the teacher determine lesson pacing and planning.
- **Summative Assessments:** designed to challenge students to apply understandings and competencies in significant, real-world situations using subject-group-specific assessment criteria.
- **Self-Assessments:** designed to allow students an opportunity to reflect on their own learning.
- **Standardised Assessments:** see eAssessment above.

In this way, we can ensure that all students are assessed in a rigorous way and against recognized standards and expectations throughout their IB studies.

20.3 IB MYP Assessment Criteria

ABIS MYP teachers will report student progress towards meeting MYP learning objectives on summative assessments using the prescribed subject-group assessment criteria.

The overview of MYP assessment criteria is as follows:

Subject Criteria	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	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	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
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	
Maximum Total Per Subject: 32	8	8	8	8

ABIS MYP teachers will use a “best-fit” (based on the teacher’s professional and informed judgement of the student’s performance reflecting the level descriptors for each criteria) approach when assigning achievement levels to students on formative and summative assessments. To ensure that MYP teachers are consistently applying assessment criteria across the curriculum, the MYP team will engage in internal standardisation each semester.

20.4 ABIS Submission procedures for MYP assessments (What happens when work is not submitted on time?)

Managing academic work and successfully meeting the expectations and deadlines for assessments require students to develop good ATL skills of self-discipline and organisation. The submission procedures outline the schools’ requirements and the expectations for teachers and students.

20.5 Homework/Formative Assessments

Homework Homework as formative assessment may focus on the exploration of new material or reinforce topics already presented. Not all homework as formative assessment will necessarily be used as an indicator for the final summative grade. Homework as a summative assessment, e.g., project work, a report or an essay may be used to measure the student’s knowledge, understanding, and acquired skills at the end of a unit or topic.

21. Missing Assignments

When students fail to complete a task by the assigned due date, teachers will use their professional judgement to decide if and how the work will be completed. Teachers will communicate an agreed resubmission date with the students.

Missing the resubmission date will lead to contact with parents to seek additional support. Teachers are required to hold students accountable when summative work is not completed and be active in supporting students in the completion of the work. Should a student fail to submit a number of assessments, teachers will use their professional judgement to decide if adequate evidence has been submitted to provide a grade against the standards for the course. Should there be insufficient evidence students will not be awarded credit for the course.

22. MYP Grade Report cards

Twice per year, in February and July, ABIS will issue official reports regarding students' overall performance. ABIS will issue ABIS MYP reports based on students' overall performance on the subject-group-specific assessment criteria and the MYP general grade descriptors. MYP Reports will provide information about student performance in all MYP subject areas. Austrian reports may be provided upon request.

To assign a general grade descriptor in each subject, MYP teachers will total a student's final achievement level in each criteria, add the final totals together, and convert the final total into a grade based on a scale of 1-7 as follows:*

IB Grade	Boundary Guidelines	Austrian Equivalent	Descriptor
1	1-5	5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	5	Produces work of limited quality. 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	4	Produces work of an acceptable quality. 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	3	Produces good-quality work. 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	2	Produces generally high-quality work. 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	1	Produces high-quality, occasionally innovative work. 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	1	Produces high-quality, frequently innovative work. 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.
N/A		Teilgenommen	Students who join ABIS during the semester may not be able to be assessed fully enough to generate an IB MYP grade.