



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Assessment policy



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Policy Last Updated

Policy last reviewed and updated December 2021.

Policy Sharing

The school's assessment policy is shared and discussed with all faculty during staff orientation week and referred to regularly throughout the school year. The policy is shared with families on entrance to the school, after updates, and is accessible via the school's website at any time.



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ISG Mission Statement

We are a community of adaptable learners who inspire a love of learning that extends beyond the walls of the school.

The following principles are the foundations upon which our school is built:

Respect

We foster respect for self, others and the environment, which is based on compassion, inclusivity and a celebration of diversity. We embrace the interconnectedness of our world, while maintaining a sense of individual identity.

Responsibility

We develop creative problem solvers who have the capacity to enact positive change, and who feel empowered to take action in their immediate and global environment.

Reaching for Excellence

We nurture the confidence, imagination and resilience that form the pathways to individual success.

Respect, Responsibility and Reaching for Excellence

ISG Philosophy of Assessment

Assessment in an exceptional school takes place in a joyful, safe and caring environment. In our community, we support students' learning by following a carefully engineered process. This allows our teachers to measure their students' level of understanding, their ability to inquire and their use of critical thinking. Assessment allows our students to meet their full potential and develop the skills to be successful in a rapidly changing world. Assessment enables our students to become self-directed, independent thinkers, capable of teamwork and problem solving in their immediate and global environment.

Principles of Assessment

Assessment at ISG:

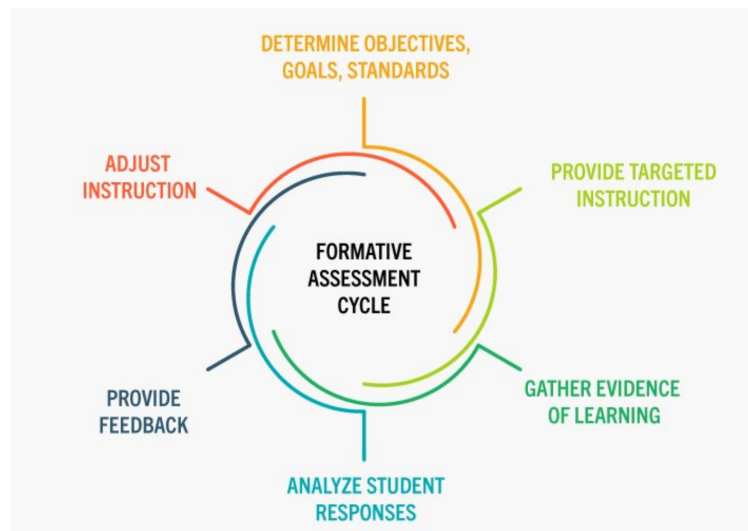
- is a collaborative process involving teachers and students that improves learning by supporting each child in achieving the identified learning outcomes, being also aware of their own strengths and abilities
- enables progress in all important learning goals to be facilitated and reported
- includes explicit processes to ensure that information is valid and is reliable as necessary for its purpose
- is part of a process of learning that enables students to understand the learning criteria and how the quality of their achievement will be judged
- informs the process of planning and decision making used to match instruction to the differentiated needs in each classroom
- promotes the active engagement of students in their learning and its assessment by empowering students with the skills, knowledge and the attitude to taking actions in their own learning
- enables and motivates students, leading to reflecting on, sharing and celebrating their achievements
- combines information of different kinds, including students' self assessments, to inform decisions about students' learning and achievements
- meets standards that reflect a broad consensus on quality at all levels from classroom practice to national policies.

(adapted from Gardner, 2010)

Formative Assessment

What is formative assessment?

Formative assessment is a **process** in which teachers gather, analyse, interpret and use a variety of evidence **to improve student learning** and help students to achieve their potential. Formative assessment is a practice, not a task.



What are the formative assessment practices at ISG?

- Formative assessment is not graded.
- It is meaningful and specific, and directly related to learning objectives.
- All feedback is worded in a way children can understand and use to improve their learning. Feedback should be sensitive and constructive as assessment has an emotional impact.
- It should motivate children to continue to learn and to try their best.
- Formative assessment should include peer and self assessment (this should be supported).
- Written and verbal feedback is given and shared regularly and in a timely manner. It is used by teachers on a daily basis to inform planning and instruction.
- Formative assessment is also shared with families regularly through digital platforms.

Formative Assessment Practices in ECE

At the ECE level, assessments are carried out largely through observations. Formative assessments may come in the form of notes and/or photographs taken as students act and interact in their play and in teacher planned activities. Teachers may observe the interactions that students participate in via the SeeSaw platform. These formative assessments are used to plan for next steps, to inform how we can support students, the teacher's role in the learning, to enable experiences and provide opportunities for learning and development.

Formative Assessment Practices in Elementary

In Grades 1 through 5, formative assessment happens with many activity types, and feedback takes many forms. Students are assessed during class and small group discussions, drafts of work, throughout the phases of a project, on practice activities, through running records, etc. Feedback is given verbally by comments, discussions and questioning throughout the learning process. Written feedback related to the learning objectives, should guide next steps in learning throughout the learning and formative assessment process. Formative assessment feedback is shared as part of the digital learning portfolio on SeeSaw.

Formative Assessment Practices in Secondary

In grades 6 through 12, formative assessment happens every day with many activity types. Students are assessed during class and small group discussions, drafts of work, throughout the phases of a project, on practice activities, through running records. Feedback is given verbally by comments, discussions and questioning throughout the learning process. Written feedback related to the learning objectives should guide next steps in learning throughout the learning and formative assessment process. Formative assessment feedback is shared as part of the digital learning portfolio on Google Sites.

Summative assessment

What is summative assessment?

Summative assessment is an **evaluation** of student achievement. It takes place at the end of a unit, an extended period of study, or the semester. Summative assessment is an assessment of learning as opposed to formative assessment, which is *for* learning in.

What are the summative assessment practices at ISG?

- Summative assessment is authentic. This means it reflects real-world situations and experiences whenever possible.
- It assesses higher-order thinking skills, not the recall of knowledge.
- It requires students to apply their understanding and knowledge in unfamiliar contexts.
- The contexts of the summative assessments will have been practiced throughout the formative learning process. It should not feel uncomfortable or surprising.
- Summative assessment is based on learning objectives. The learning objectives are known in advance, and use descriptors to identify students' achievement levels.
- Summative assessments should be differentiated. Students may have choices regarding the form the assessment takes and should be able to choose the level of challenge.

Summative Assessment Practices in ECE

Summative assessment provides a summary of a student's learning and development at a point in time. In ECE this is done through observations, a collection of formative assessments and student work from throughout the year which displays their individual learning journey. This learning journey is documented in a portfolio of student work and on the Seesaw online platform. This should establish a holistic view of a student's learning and development and build a picture of student progress over time by celebrating strengths and interests, demonstrating how a student is learning and reflecting on their learning journey.

Summative Assessment Practices in Elementary

Summative assessments usually take place at the end of a unit of work to assess the learning and progress that has taken place. This can take different forms e.g. observations, skills/knowledge tests, quizzes, extended writing pieces, presentations, group projects, practical investigations. Summative Assessment will take place regularly and shared in a timely manner to ensure both teachers and students are aware of their progress. This will be celebrated and shared with families through the Seesaw platform.

Summative Assessment Practices in Secondary

Summative assessment tasks in the Secondary School are used to measure student achievement at a given point in time. They will often come in the form of end-of-unit tests, final versions of assignments such as investigations, essays, presentations, or projects, end-of-semester examinations for 9th - 11th grade students, and mock IB examinations at the end of first semester for 12th grade students. Students will receive feedback within 2 weeks of



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submission.. IB DP candidates will also have summative assessments in the form of “internal assessment tasks” and final IB DP examinations in May of 12th grade. All summative assessments in IB DP years are based on the objectives and assessment tools for each subject and each component of the DP core. IB MYP students will also complete a personal project in MYP 5 (Grade 10). Assessments in the Secondary School are set to reflect a variety of cultural and linguistic contexts to promote and reflect international mindedness.

Criterion Referenced Assessment

All assessment in the ISG is criteria referenced. Criteria referenced assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards. These are written descriptions of what students are expected to know and be able to do at a specific stage of their education. In Primary and Secondary school, criterion-referenced assessments are used to evaluate whether students have learned specific knowledge, developed conceptual understandings or acquired a specific skill set. On a criterion-referenced test, every student taking the exam could achieve the highest score as the pass rate is not predetermined by setting a percentage at each grade level. On criterion referenced tests, it is not only possible, but desirable, for every student to pass the assessment or earn a perfect score. Thus, the levels of achievement provide important feedback to both the learner about their progress, and to the teacher about their success in delivery of the curriculum.

Using IB MYP Assessment Criteria and Standardisation

In the IB Middle Years assessments are conducted using the pre-establish rubrics by age (MYP 1, 3 and 5) provided by the IB. Students are internally summatively assessed on four subject specific criteria (A, B, C, D - shown below) a minimum of twice per year where students receive a grade level according to the level they have achieved in each criterion. They are planning to provide students the opportunity to achieve at the highest level and summative assessment takes place at the end of every unit. These authentic assessment tasks are planned to promote a deep understanding of the subject area, but are also in context with the real world, allowing students to become international minded and develop their Attitude to Learning (ATL) skills. Summative assessments are a “best fit” approach where teachers will establish common expectations across grade levels and subjects towards the assessment criteria.

As preparation for the summative assessment, students are given many opportunities to be formatively assessed. As per the schools guidelines for formative assessment practices, these formative assessment tasks are not graded. Assessment tasks are carefully planned to provide students opportunities to exhibit the transfer of skills across subject areas, including the personal project and interdisciplinary units. All assessment tasks make clear reference to the appropriate command terms used in the assessment. All assessments for the IB MYP years are presented using the assessment front cover sheets in appendix 2 (formative assessments) and appendix 3 (summative assessments). All assessment tasks are reported using Managebac.



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Time is allocated to teaching staff for formative and summative assessments to be standardised within subject areas and across grade levels. At the end of MYP 5 (Grade 10) students submit a personal project as a final reflection of their learning throughout the MYP and the transfer of their skills across disciplines. The personal project is standardised internally, before a sample is sent for external moderation to verify assessment grades.

Each student's final MYP grade for the year is based on the grade boundaries shown in table 4. The points for these grade boundaries are taken from a best-fit model from each criterion and the total added to fit to a grade boundary. An example is shown on the next page. Table 1 indicates the summative marks given to 4 students throughout the year. Table 2 indicates the "best fit" mark for each of the 4 criteria. Table 3 indicates the conversion of points to final grade level.



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Table 1. Sample Summative marks earned through the year

Student	Criterion A	Criterion B	Criterion C	Criterion D
Student A	3, 3, 4, 4	2, 3, 3, 4	4, 4, 4, 4	3, 3, 2, 3
Student B	2, 2, 2, 3	2, 2, 4, 3	2, 3, 3, 3	2, 2, 2, 2
Student C	6, 6, 7, 8	6, 6, 6, 7	7, 6, 6, 7	7, 7, 8, 7
Student D	5, 5, 5, 4	5, 4, 5, 4	5, 6, 5, 5	4, 5, 6, 6

Table 2. Sample Best fit marks at end of year

Student	Best Fit Criterion A	Best Fit Criterion B	Best Fit Criterion C	Best Fit Criterion D	Total final points
Student A	4	4	4	3	15
Student B	2	3	3	2	10
Student C	7	6	7	7	27
Student D	5	4	5	6	20

Table 3. Sample Total final
points to grade conversion

Student	Total final points	Final grade
Student A	15	4
Student B	10	3
Student C	27	6
Student D	20	5



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Table 4. Final grade boundary points and descriptors

Final grade	Boundary guidelines	Descriptor
1	1 – 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	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	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	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	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	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	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.

Using IB DP Assessment Criteria and Standardisation

In the IB Diploma programme assessments are designed and evaluated in light of the final summative end of programme examinations. Teachers plan and design the assessment of student learning based on the criteria or mark schemes in accordance to the programme of study. All assessment tasks make clear reference to the appropriate command terms used in the assessment.

IB DP internal assessment tasks are standardized within subject groups prior to being sent for external moderation. When there is more than one teacher per IB DP group, departments will collaborate on standardisation. In the case where there is only one teacher per subject, every effort is made to involve teachers of similar subjects in the standardization process.

Students begin the process of writing their IB DP Extended Essays in the winter of Year 1 and complete them in the fall of Year 2. All students are encouraged to choose a topic of personal interest in one of their IB DP subjects. The school makes every effort to honor each student's request to write an EE in a subject of their choice. The final Extended Essays are all submitted to the IB for external marking.

Self and Peer Assessment

Self-assessment

Reflection and self-assessment are fundamental elements of the assessment process.

Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for their own learning.

Peer assessment

Peer assessment may happen as part of the teaching and learning process. Peer assessment should be based upon clear criteria given by the teacher and may be mediated by the teacher. This will often take place in smaller groups during lessons, and the format can be oral feedback on written work, on class presentations, or on drafts for written work (processual writing strategies). This is very much in line with the IB learner profile attributes of open-mindedness, communication and critical thinking.

Recording student achievement

ManageBac is a student data management system that the school uses primarily to record and report student achievement. In addition, ManageBac is also used to:

- Record Service as action experiences



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- Curriculum planning
- Attendance
- Report on student progress
- Track behaviour interventions
- Communicate among teachers, administration, students and families
- Produce academic reports
- Recording reflections and assessments for the IB DP core: EE, TOK, CAS

Reporting student achievement

Student achievement is reported in three ways:

- Report cards - produced twice per year, at the end of each semester
- Parent-teacher conferences - held online once per year at the end of quarter 1
- Student-led conferences - portfolio-based discussions at the end of quarter 3

Reports are produced twice per academic year. Once after the first semester and once at the end of the academic year. Report structure varies depending on the school grade. For IB MYP years summative assessment grades for each criterion that has been assessed are reported after the first semester. In the second semester one final summative grade for the year will be reported using the criterion level totals to assign an overall grade between 1-7 for the academic year. For IB DP years students are assigned a summative grade (1-7) at the end of each semester based on student performance throughout the semester, and the results of the end of semester exams.

IB Diploma Predicted Grades

Final IB Diploma Programme grades for each student are predicted at two different times: once in the fall/winter for university applications and once in the spring for the IB. The school ensures that external reporting and/or predictions are as accurate as possible, based on the IB's published grade descriptors, and are appropriately designed for the contexts in which they are required. Teachers predict grades on an individual basis to assist with student applications for university. Students are informed of their total predicted grade, and, where necessary, (usually for entrance to UK universities), of individual subject predicted grades. Teachers can change these predicted grades following the outcome of the mock examinations in February, to ensure that predictions are as accurate as possible. In March, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement to provide such grades prior to the final exams. Where requested, IB DP final grades will be reported to the institutions of higher education either through IB results service, if the students inform the IB DP coordinator of which institutions they have applied to, or by the students themselves when the results are released in July.

Home Learning

Home learning should support student academic progress and allow students to feel competent about their studies. Home learning should not only give students the opportunity to strengthen their learning experience, but also give students the chance to express who they are and what they believe and value in terms of their own approaches to learning. Home learning should be differentiated to meet the needs of individual students. Home learning should not be simply “extra work” to get done, and it should be adaptable to individual approaches to learning. Home learning is best used to consolidate learning, or to prepare for future learning, e.g. completing a reading prior to the lesson, and so is not well suited for work that is to be summatively assessed.

Academic Integrity in the IB MYP and IB DP

The rules below are to be applied if and when needed however it is the expectation that teachers will need to have a full understanding of the circumstances in order to finalize a decision. These guidelines are to be applied if and when needed only at the teacher’s discretion as teachers may resolve these issues in different ways other than what is listed below, however in all cases parents must be notified. Students must take responsibility for their learning. Students are expected to do their own work and to honestly demonstrate what they have learned. Any instance of academic dishonesty such as plagiarism (using another’s work without giving due credit), cheating (using crib notes, looking at another person’s work, copying another’s homework, allowing your homework to be copied), or using information from the internet or other media without citing sources or talking during a testing session is to result in:

- Automatic zero for the work in the case of a first offense. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal/IB Coordinator. Parents are to be notified.
- Automatic zero for the work with the same above specified notifications and qualifications for a second offense. Additionally, a two-day out of school suspension may be assigned and a meeting of the parents, students and teacher called by the Principal.
- Indefinite suspension pending a recommendation for expulsion for a third offense with a grade of zero being assigned to all work.
- In the case of plagiarism or cheating in work for an external diploma or certificate, the school shall notify the external organization in addition to the above. Given the potential of discrediting of ISG under such circumstances, the student may also face expulsion.

The full guidelines for academic integrity can be found in the Academic Integrity Policy and in the Teachers Handbook.

Inappropriate grading practices

As per the guidelines for reporting student achievement in the IB MYP's "From principles into practice," the following are considered inappropriate grading practices:

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

Additional assessment measures

- MAP
ISG administers the MAP (Measurement of Academic Progress) Growth test in the fall and spring of each academic year. MAP Growth reports give the school a view of student performance and growth, making it easy to identify trends, spot potential issues, and plan for improvement. The results of the assessment are shared with families as well. MAP Growth results are not used for grading purposes.
- PSAT
The school offers the possibility for 10th and 11th grade students to take the CollegeBoard's PSAT. It evaluates students' progress in reading, writing and language, and mathematics. It also provides opportunities for students to practice for the SAT, an assessment used as part of the admissions process for some universities.
- Italian State Exams
Students have the opportunity to prepare for the Italian State Exams at the end of the 8th Grade. Assessments for these subjects are focussed on the external requirements mandated by the Italian Ministry of Instruction. Where possible, such as in "Matematica in Italiano" students will be assessed using both the MYP criteria and the Italian State requirements to ensure students are well prepared to be successful.
- MYP eAssessment
ISG has made the decision to not participate in MYP eAssessment as we feel that it is in complete opposition to the philosophy of the MYP. The MYP is a process of continual assessment and professional staff judgement regarding levels of achievement whereas the eAssessment is a one off exam scenario providing a grade. The eAssessment is supposed to show performance of a whole year and we do not agree this does so effectively. This decision has been explained to staff who are in complete agreement.

Review Process for the Assessment Policy

The persons responsible for review of this policy include the leadership team and subject lead teachers. The review process is as follows:

- Feedback is collected from representatives of different areas of the school community (this includes subject lead teachers, teachers, parents, students)
- Members of the leadership team evaluate feedback and propose modifications
- Updated drafts of the policy changes are presented to the whole leadership team
- Agreed updated drafts are presented to the board for approval
- With board approval, new versions are published to the school community

This review cycle is undertaken once every 3 years, or sooner if there is a major programme change that warrants an earlier revision.



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Appendices

Appendix 1: Anderson's Taxonomy Question Stems

[Anderson's Taxonomy Question Stems](#)



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Appendix 2: FORMATIVE ASSESSMENT COVER SHEET

SUBJECT AND GRADE LEVEL
UNIT TITLE
CRITERIA



Respect, Responsibility, Reaching for Excellence

Statement of Inquiry
Global Context
Key Concept

ASSESSMENT TASK:

G (goal)
R (role)
A (audience)
S (situation)
P (product, performance or purpose)
S (standards)

ASSESSMENT RUBRIC:

Descriptor

COMMAND TERMS:



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Appendix 3: SUMMATIVE ASSESSMENT COVER SHEET

SUBJECT AND GRADE LEVEL
UNIT TITLE
CRITERIA



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Respect, Responsibility, Reaching for Excellence

Statement of Inquiry
Global Context
Key Concept

ASSESSMENT TASK:

G (goal)
R (role)
A (audience)
S (situation)
P (product, performance or purpose)
S (standards)

ASSESSMENT RUBRIC:

Level	Descriptor
0	
1-2	
3-4	
5-6	
7-8	

COMMAND TERMS:



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