



PREM Whole School Assessment Agreement

Vision Statement

"Educating global citizens who strive for excellence, live sustainably, lead responsibly, celebrate diversity, and whose integrity champions a just and more peaceful world"

Prem Mission Statement

We are a community that challenges its members to act as compassionate, knowledgeable and principled global citizens: working together for a sustainable future and inspired by meaningful relationships, continuous learning and "good thinking".

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1. Philosophy

Student learning at Prem is at the centre of assessment. Assessment is purposeful, varied and meaningful to promote learning, understanding, knowledge and skills. Assessment challenges and empowers students to be active, developing personal responsibility for their learning.

2. Principles of Assessment

- Students are actively involved with, and responsible for, their own learning. Therefore, students take purposeful roles in assessment for, as and of learning.
- Students have many different needs, abilities, interests and learning styles, and therefore, are provided with opportunities to demonstrate their learning in a variety of ways.
- Assessment is continuous and provides evidence of what is being, and has been, learned and will inform future learning.
- Assessments are designed to be rich and varied, thus making assessment a valuable learning experience in itself.
- Assessment practices recognise the importance of assessing the process of learning as well as the product(s).
- Accurate, specific, accessible, constructive and prompt feedback is key to a student's success.
- Assessment data is systematically collected, collated and analysed to inform teaching and learning.
- Assessment data is recorded and assessment results are reported regularly and systematically to students and parents.
- Parents and guardians are encouraged to be actively involved in a student's learning and assessment processes.

2.1. Roles in effective assessment

The following criteria for effective assessments are applicable to both formative and summative assessment.

2.1.2 Students

Effective assessment allows students to:

- share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- communicate their learning in a variety of ways
- express different points of view and interpretations
- know and understand in advance the criteria for success
- participate in self-assessment, peer assessment and reflection
- analyse their learning and understand what needs to be improved
- connect their understanding and skills to real-life experiences

2.1.3 Teachers

Teachers' responsibilities in effective assessment are to:

- gather evidence of student learning
- plan in response to student learning throughout the teaching and learning process
- ensure assessment objectives and tasks are aligned
- design and differentiate assessment tasks to meet individual student needs
- provide students with meaningful feedback
- use evidence of learning to inform the reporting process
- collaboratively review and reflect on student performance and development
- improve teaching and learning based on the analysis of assessment data
- communicate explicitly so that students know:
 - what they are learning
 - why the learning is important
 - what products are expected
 - how they will be assessed

2.1.4 Parents and Guardians

Parents' and guardians' responsibilities in effective assessment are to:

- access evidence of their child's learning and development
- develop an understanding of their child's progress

- be actively involved in supporting and celebrating their child’s learning
- communicate purposefully with their child and their child’s teachers

3. Definitions

3.1 Assessment as, for and of learning

Prem assessment procedures focus on three distinct but interrelated purposes for assessment: assessment for learning, assessment as learning, and assessment of learning.

3.1.1 Assessment for learning

Formative assessment is assessment for learning. It is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding. Diagnostic tools determine what students already know and where there are gaps and misconceptions. Formative assessment also includes assessment as learning, where students reflect on and monitor their own progress. The information gained guides teachers’ decisions in how to enhance teaching and learning. Formative assessment enables students to learn through the process of feedback and opportunities to practise and improve. As students reflect on and monitor their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals. (*Teacher's Guide to Assessment*. ACT Department of Education)

3.1.2 Assessment as learning

Assessment as learning is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning. (*Rethinking Classroom Practice with Assessment in Mind*. Manitoba)

3.1.3 Assessment of learning

Summative assessment is assessment of learning. It is used towards and at the end of the instruction period. Teachers document the culmination of students’ learning

achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content. Summative assessment data provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students. reasonable and defensible decisions. As with assessment for learning, teachers can also use formative assessment to provide feedback to students to help them advance their learning. (*Teacher's Guide to Assessment*. ACT Department of Education)

4. Assessment in the Junior School

4.1 Frequency of formative and summative assessments

Formative assessments are an essential part of daily learning in the Junior School and are used by teachers to establish what students already know and can do so they can plan for the next steps in individual students' and/or group learning. An example of this may be questions asked by the teacher in a lesson to check for understanding before moving on.

Summative assessments enable students to have opportunities to demonstrate what they have learned. An example of this may be a learning task at the end of a Unit of Inquiry.

In Early Years, day to day observations are used for both formative and summative assessments.

A schedule of key assessments for Early Years and Gr 1 - 5 are outlined at the beginning of each year in the Junior School staff procedures and recorded in the student management system as outlined by the Junior School Principal.

Gr 5 end of year assessments

At the end of Gr 5 all children participate in end of year assessments to introduce them to formal testing in a supportive environment. This is outlined in full in the Junior School staff procedures.

ESOL or Student Support Accommodations

Students who have Student Support Personal Learning Plans (PLPs) or Student Support/ESOL accommodations may require accommodations for assessment activities, these are clearly outlined in individual Personal Learning Plans. It is the responsibility of the teacher conducting the assessment to ensure that these accommodations are in place.

5. Reporting in the Junior School

5.1. Frequency of reporting

Reporting to families occurs through:

- Ongoing feedback shared throughout the year
- Conferences
- Portfolios
- Reports

5.1.1 Feedback

Feedback is given to students whilst they are still mindful of the learning goal and there is time for them to use it to develop their learning. Feedback is appropriate to the age and needs of the student, specific and be communicated through a discussion or in writing. Timely feedback is expected for all assessment tasks, commenting on strengths and areas for improvement.

5.1.2 Conferences

- New student initial conferences may be held for new students at any time of the year to help the teacher gain an understanding of the students and also help the family develop their understanding of their child's learning and school systems. These are compulsory for Early Years students.
- Parent Teacher Conferences are formal reporting sessions with the teacher and parent
- 3-Way Conferences are formal reporting sessions with both parents and students and are led by the teacher and the students.
- Student-led conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and his/her parent.
- The focus of the Student Led Conference is on each individual student's' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.
- The Exhibition - Grade 5

Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At Prem this takes place towards the end of the school year. One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting.

5.1.2.3 Early Years Schedule

Term 1: Parent-Teacher Conferences at the beginning of Term 1 for EY 1 and 2
Parent - Teacher Conferences at the end of Term 1 for EY 3

Term 2: Parent-Teacher Conferences at the end of Term 2

Term 3: Student-Led Conferences at the end of Term 3

Term 4: Parent-Teacher Conferences at the end of Term 4

5.1.2.4 Gr 1-5 Schedule

Term 1; Parent-Teacher Conferences (Grade 1 - Grade 3) and 3-Way Conferences (Grades 4 - 5)

Term 2: Parent-Teacher Conferences (Grade 1 - Grade 3) and 3-Way Conferences (Grades 4 - 5)

Term 3: Student-Led Conferences (Grade 1 - Grade 5)

Term 4: The Exhibition - Grade 5

5.1.3 Portfolios

The Portfolio is one element of the Junior School's reporting programme. It provides a record of student process, product, progress and achievement in all areas of school curriculum and life as well as a dynamic means of three - way communication between parents, students and teachers. These include work samples from stand alone units and the Unit of Inquiry including the summative assessment task(s) and assessment tools. Self, peer and teacher reflection and evaluation are also important elements of the portfolio. Children choose or assist in selecting the work that they would like to include in their portfolio; these may not necessarily be their best pieces of work but rather work that shows progression on, or mastery of, a task. Choosing work for inclusion in the portfolio gives the child a

sense of ownership and pride and encourages reflection on and self-assessment of work produced.

Portfolios are shared with families four times a year as indicated by the Junior School Principal on the calendar and shared with their parents at the 3-Way and Student-Led Conferences.

5.1.4 Reports

Early Years

Portfolios with narratives from teachers are the prime reporting platform in Early Years. The staff agreement for Early Years portfolios is located in the Junior School Staff Procedures and updated annually. No grades are to be used in Early Years.

At the end of Early Years 3, families are issued an Early Years summative report.

Grades 1 - 5

At the end of Term 1 and 3, parents are provided with a narrative comment from Homeroom teachers providing information on how each student is progressing. This also includes feedback regarding learning behaviours from all teachers.

A comprehensive written report with achievement and comments from homeroom and specialist teachers is produced at the end of Terms 2 and 4. This also includes feedback regarding learning behaviours from all teachers. Specific aspects of the student's performance are referred to. Reports are shared with families on dates indicated on the whole school calendar.

Modified reports may be issued for students who have not completed a full term. These are written reports on school letterhead describing the student's achievement.

ESOL and Learning Support staff produce written reports on school letterhead for students they work with either in push-in or pull-out settings.

5.1.4.1 Report grades

Achievement grades reflect an alignment to subject specific standards and benchmarks as well as success in Units of Inquiry. They also show student progress in learning through knowledge, concepts, skills, attitudes and action. The numbers below indicate the student's achievement considering grade level expectations at the time of the reports. (For example, Term 2 numbers indicate the student's achievement based on the end of Term 2 expectations, not end of year expectations.)

5.1.4.2 Academic Key

Grades 1-5

5- Consistently exceeds grade level expectations

4- Consistently meets grade level expectations

3- Progressing within grade level expectations

2- Working toward grade level expectations

1- Area of Concern

NA- Not Applicable

5.1.4.3 Comments in subject reports

Comments in reports should:

- Include information regarding learning behaviours by the Homeroom and Specialist teachers
- Make positive statements
- Use student names to make the report more personal
- Support any grading given
- Justify strengths and areas where students could improve, refine, extend, etc
- State observations and recommendations for effort and attitude. Advice given should be specific and linked to task performance and/or skill development.
- Consider the Learner Profile attributes and PYP attitudes
- Be addressed to parents (e.g not Keep up the good work Mark!)

6. Assessment in the Senior School

International Baccalaureate Middle Years Programme, International Baccalaureate Diploma Programme and International Baccalaureate Career-related Programme all use criterion referenced assessment.

6.1 Assessment criteria

- The assessment criteria should be available to students at all times

- For all summative assessment tasks teachers must clarify the expectations with direct reference to the assessment criteria
- Task-specific clarifications should clearly explain what students are expected to know and do

6.1.2 IBMYP

- All assessment procedures must be in line with IBMYP guidelines
- Teachers determine the best descriptor for each strand of a criterion as this feedback is the most useful for students
- When planning a unit, teachers select the strands to be assessed; not all criteria or strands need be assessed on each unit or task.
- Student work will be assessed on a scale of 0-8 using whole numbers only

6.1.3 IBDP

- IBDP criteria is to be used as stipulated in the IBDP Subject Guides
- Summative assessments are assessed using whole numbers only from 1-7.
- Feedback on formative assessments is given using DP assessment criteria in a manner best suited to the student's learning needs, and individual subject requirements.
- Use of percentages, weighting, or using points that are not criterion referenced is not allowed.

6.2 Frequency of assessment

6.2.1 IBMYP

- Students complete four to six summatively assessed tasks in each course each Semester.
- All strands are assessed at least twice in the course of an academic year.

6.2.2 IBDP

- Curriculum Leaders together with subject teachers will determine the number of required summative assessments per Semester; these will be approved by

the IBDP Coordinator and the Senior School Principal on a two year cycle, or the 5 year IBDP Review of individual subjects.

- The exact number of summative assessments per subject group will be communicated to students, families and teachers at the beginning of each academic year

6.2.3 IBCP

- BTEC internal assessment is ongoing throughout the academic year.

6.3 Recording of assessment

All Senior School teachers are required to record assessment results and comments in the school management system in a timely manner, no longer than a week after the assessment is completed.

6.4 Late Assessment Tasks

Assessment tasks that are not submitted by the agreed deadline or not submitted at all are marked as '0'. Teachers must follow the late work procedures published annually by the SS Deputy Principal.

6.4.1 DP

DP students are required to meet the internal and external deadlines for IBDP Internal Assessments, TOK Essays and Presentations, and Extended Essays. These DP tasks are DP Examination components and need to be treated as such when students work to complete the task. All students must:

- Submit the first draft of the Internal Assessments, TOK Essay and Presentation, and the Extended Essay on time.
 - If the first draft of the task is not submitted on time the teacher is not required to give formative feedback for the task.
- If a student does not submit a final draft of these assignments on time:
 - The first draft of the assignment will be submitted to the DP Coordinator for submission to the IBO

- If there is no first draft to submit, the student will be informed that he/she has not completed a component of the subject examination, and therefore will not be able to complete the DP course in which this component is a requirement and therefore the Full Diploma cannot be achieved in this examination session.
- If there is no first draft of the Extended Essay, TOK Essay or Presentation by the internal deadline, this is a non assessed component and therefore the Full Diploma cannot be achieved in this examination session.

6.5 Examinations in the Senior School

All Senior School students from Grades 6-11 will take a final examination in all subject areas at the end of each Academic Year that will assess the student's knowledge from the whole year of learning. The examination will use a 1-7 level of assessment, and will not be criteria based. The marks for these examinations will be recorded separately from school reports.

6.6 "Access arrangements" in the Senior School

Students who have Student Support Personal Learning Plans (PLPs) or accommodations may require accommodations for assessment activities, these are clearly outlined in individual PLPs. It is the responsibility of the teacher conducting the assessment to ensure that these accommodations are in place.

6.6.1 DP and CP Access Arrangements

If a DP or CP student has learning support requirements, suitable arrangements should be provided for both internal and external assessments, and students should have regular experience with these to ensure that they become familiar with them.

The DP Coordinator in coordination with the Student Support Coordinator are responsible to request approval of these arrangements from the IBO and to appoint a scribe, reader, prompter, practical assistant/aide or communicator for the assessments . For more specific information on individual access arrangements, see the IBO document "Candidates with assessment access requirements."

If IBDP and IBCP candidates fall under adverse circumstances that make it difficult for them to complete work for external submission the DP Coordinator contacts the

Adverse Circumstances section of the IBO by submitting a D2 form to request extensions for these students.

BTEC courses follow the access arrangements and special considerations policy from Pearson.

7. Reporting in the Senior School

7.1. Frequency of reporting

Reporting is the face of assessment to both parents and students and it is important to assess and report based on IBMYP, IBDP and BTEC assessment principles.

Reporting to Senior School parents, guardians and students occurs through:

- Formative written and oral feedback
- Summative written feedback
- Parent - Student - Teacher conferences
- End of Term progress reports
- End of Semester reports
- End of Year exam reports
- Academic transcripts

7.1.1 Formative Assessment

This feedback takes the form of ongoing written and oral comments provided by teachers, students. It is assessment for and as learning.

7.1.2 Summative Assessment

This is provided by teachers on the completion of summatively assessed tasks and is shared with students directly and with parents by the school management system on an ongoing basis. It includes a description of the task and its aims, and a level for each assessed criteria for MYP.

Feedback is timely, teachers provide feedback no longer than two weeks after the work being submitted.

7.1.3 Parent - Student - Teacher Conferences

These take place at the beginning of Terms 2 and 4 and provide parents and students with oral feedback on each student's progress by subject teachers. Appointments are made and parents and students visit the school to consult with teachers directly. Provision can also be made for parents who cannot attend the conferences to consult with students and teachers via Skype or by phone.

7.1.4 End of term progress reports

At the end of terms 1 and 3 progress reports are produced and shared with students and parents.

The reports include

- a narrative comment on progress for each subject a student has taken and feedback on Learning Behaviours
- narrative comments on the relevant core components of the IB programmes
- a narrative comment by the homeroom teacher
- attendance information
- boarding comments
- CAS comments
- In some cases, Extended Essay and Personal Project comments

AEP and Learning Support staff produce written reports on school letterhead for students they work with.

Pamoja Reports are uploaded separately at the end of each Pamoja term. Pamoja follows a different yearly calendar than Prem.

IBCP and BTEC reports include:

- A narrative comment on progress for each unit a student has completed
- Record of the assessment results for each unit a student has completed

The dates of distribution are recorded on the school calendar.

7.1.5 End of semester reports

At the end of semesters 1 and 2 summative reports are produced and shared with students and parents.

MYP and DP reports

- a narrative comment on progress for each subject a student has taken and feedback on Learning Behaviours
- summative achievement levels for each subject against each criterion for MYP
- a final grade on a scale of 1 - 7 for each course
- narrative comments on the relevant core components of the IB programmes
- a narrative comment by the homeroom teacher
- a narrative comment by a boarding staff member as relevant
- attendance information
 - Student Reflections on the semester
 - CAS comments for Grades 11 and 12
 - In some cases, Extended Essay and Personal Project comments

AEP and Learning Support staff produce written reports on school letterhead for students they work with.

Pamoja Reports are uploaded separately at the end of each Pamoja term. Pamoja follows a different yearly calendar than Prem.

IBCP and BTEC Reports

IBCP staff produce written reports on school letterhead for students they work with.

Those reports will include

- a narrative comment on progress for each subject a student has taken and feedback on Learning Behaviours
- summative achievement levels for each unit completed by a student
- narrative comments on the relevant core components of the CP
- narrative comments on the relevant core components of the IB programmes
- a narrative comment by the homeroom teacher
- a narrative comment by a boarding staff member as relevant

- attendance information.

The dates of distribution are recorded on the school calendar.

7.2 Prem Academic transcript

The transcript is produced on request to support school transfers and applications to universities and colleges. It provides information on credits and a student's GPA as determined by the school's Graduation Requirements policy and serves as a summary of the summative grades assigned to the student from Grades 9 to 12

7.3 External and Internal Assessment Requirements

Students in all three programmes have internal and external deadlines to meet IB requirements. The table below outlines the external and internal components that are required.

	MYP	DP	CP
EXTERNAL	Personal Project moderation	<ul style="list-style-type: none"> • Exams (May of every AY) • Extended Essays (March 15 of every AY) • External Moderation of IAs (April 10-20 of every AY) 	<ul style="list-style-type: none"> • BTEC external assessment • Reflective Project
INTERNAL	Personal Projects and internal moderation (as per internal School calendar)	IAs: Oversight by teachers Moderation before being sent off (as per internal DP calendar)	Internal Verification Language portfolios

7.4 IBDP and IBCP Calendar Deadlines

The Diploma Coordinator in coordination with the IBDP teachers develops a two year calendar to include deadlines for Internal Assessment and Extended Essay deadlines, and Examination dates for each IBDP cohort in the year prior to that

cohort beginning Grade 11. The Calendar will be shared with students, teachers and parents through the parent portal annually.

The calendar may be reviewed regularly over the course of the two years and adjusted, but the final decision for changes in the calendar will lie with the DPC. Any changes made will be shared with teachers, students, and parents.

BTEC teachers develop a two assessment calendar with internal assessment deadlines outlined.

7.5 Moderation Processes

As Internal Assessments and Extended Essays are externally moderated by IB examiners teachers within and across subjects should moderate work submitted by students to ensure uniformity in assessment. The process of moderation requires that teachers be able to meet regularly to complete the moderation process.

IBDP: Internal Assessments, potentially Extended Essays and Reflective Projects

BTEC: Internal verification - a sample of assessments is moderated from each BTEC unit, in line with BTEC internal verification requirements

Further information regarding moderation and standardisation procedures can be found in Appendix 1

Appendix 1. Standardisation

From the International School of Paris Secondary School Assessment Policy

Internal Standardization 1

1 'Internal Standardization' has been adapted from the New Zealand Government publication 'Why Moderate?'

Internal standardization

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Prevents 'assessment creep', whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

Internal standardization improves assessment because

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information.

Internal standardization engages us in:

a) Learning conversations:

- Teachers and students discuss their interpretations of achievement criteria using evidence.
- Teachers and students compare samples of work with exemplars.

- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students receive dependable achievement information to act on.

b) Teaching conversations:

- Teachers learn from each other so curriculum and pedagogical content knowledge improves.
- Professional learning needs can be identified when analyzing the achievement data or through the moderation.
- Classroom teaching and learning programmes can be adjusted to meet student learning needs.
- Individual and collective student achievement trends become clearer.

c) Community conversations:

- Evidence of learning can be confidently shared.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be discussed with students and parents
- Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

Before the Standardization Process, teams will consider the following:

- The role of a leader to oversee the standardization process. This person could also be responsible for gathering samples of student work and guiding the group through discussions.
- Begin the standardization process at the planning stage of the teaching unit, with all teachers involved.
- Before teaching and learning, provide opportunity for all teachers to share their understandings, expectations and interpretations of criteria and how the criteria have been clarified for the task. Teachers should also reflect on the quality of the task and whether students were able to access all criteria level descriptors. These discussions provide opportunities for biases and prejudices to be aired and discussed, and shared expectations to be developed about how to arrive at final grades.
- Teachers could gather several sets of evidence on which to base final criteria levels, focusing on difficult sets such as those they consider near the border between judgments, or with a high level of inconsistency between different sources of evidence.
- It is a good idea for teachers to make judgments collaboratively about a sample of student work before assessing their own class's work.
- Moderators will change over time but the same criteria and associated references will remain and continue to guide decisions.

After the teaching and learning process, teachers:

- Make final judgments of criteria levels of their own students' achievement.
- Collate samples for the standardization process and provide copies to other teachers.
- Meet to discuss their judgments of a sampling of students' achievement based on the evidence they have.
- Have, through discussion and clarification, come to an 'agreed' judgment of each student's achievement in relation to criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time.

It is pertinent to ask

- How high was the level of comparability across teachers?
- Was the overall teacher judgment of the first, fifth, middle and last student sample (for example) consistent and fair?

The standardization leader's role:

- Plan the standardization session to ensure that there is time for discussion in small groups as well as across groups.
- Determine how the samples of learning will be gathered and how many. This can be achieved in a number of ways: e.g. every 5th or 7th piece, or samples teachers consider represent the top, middle and bottom of their class.
- Establish what annotation is expected (e.g. learning intention, details of the task, support given) and make clear how/when/where the samples are to be collected prior to conducting the session.
- Keep a record of the process and retain annotated samples with the judgment reached. These should be kept on file for future reference.

Student role:

- Participating in the standardization process benefits students by supporting teaching and learning goals.
- Students can actively participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes. The process develops students' understanding of the desired outcomes and success criteria, and is closely linked to developing and using the skills of self and peer-assessment.

Teacher role:

- Within the classroom setting, teachers should provide opportunities for students to participate in the standardization process.
- All teachers participate in the standardization process.
- A standardization leader should be identified as this is a crucial role requiring particular skills, knowledge and recognition.

- Willingness to engage in critical debate and the ability to use evidence to challenge viewpoints should be encouraged and valued.
- The process of standardization can build teachers' content knowledge through these professional exchanges.
- Teachers share their expectations and interpretations in order to clarify their understandings about what students have achieved and where their next learning steps are situated.

School role:

- The school's assessment cycles should incorporate regular standardization.
- The school should provide regular opportunities for teachers to share their interpretations and understandings of criteria.
- School leaders should to actively support the standardization process.
- The school should ensure their assessment practices and standardization processes are recorded in sufficient detail.
- The school should develop consistent and cohesive policies and procedures for standardization, and ensure sustainability of practice.

i Ongoing assessment aimed at providing information to guide teaching and improve student performance.

ii The culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives.

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