



ISH

INTERNATIONAL
SCHOOL OF
HELSINKI

ASSESSMENT POLICY

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1. Introduction

1.1 Purpose of the Assessment Policy

The ISH Assessment Policy seeks to define the school's IB Guidance, outlining the principles and practices of assessment, and explains how these elements are implemented across the school's three divisions: PYP, MYP, and DP.

1.2 ISH Approach and Alignment with the IB Principles

Assessment is not an aim in itself but a way to better understand and respond to teaching and learning. It is an ongoing process of collecting and analyzing information about each student's achievements, identifying learning needs, and providing feedback on progress.

Our approach to assessment is thoughtfully designed to align with the principles and philosophy of the IB, guided by the Learner Profile, Approaches to Teaching and Learning, and the framework of Assessment Principles and Practices.

1.3 Catalysts as School Values

At ISH, we believe that **Wellbeing, Autonomy, Belonging, and Connection** are the driving forces behind meaningful learning and growth. These values shape how we teach, assess, and support our students, creating an environment where everyone feels challenged, included, and engaged. They guide us in fostering a school culture where students feel empowered to take thoughtful action and develop as independent, connected learners.

2. Philosophy and Principles of Assessment

2.1 Core Assessment Beliefs

- **Authentic and Relevant**
Assessment connects learning to real-world contexts, helping students apply their knowledge and skills in meaningful ways. It encourages original thinking and reinforces academic integrity.
- **Ongoing and Iterative**
Assessment is a continuous process that supports reflection, adaptation, and growth. It is not just about measuring learning—it helps students refine their understanding over time.
- **Supportive and Encouraging**
Assessments provide opportunities for students to demonstrate their learning in a way that highlights their progress. The focus is on growth, with constructive feedback guiding students to take ownership of their learning.
- **Varied**
A range of assessment strategies ensures that every student has multiple ways to demonstrate their knowledge and understanding. We value different approaches while upholding fairness and academic honesty.
- **Useful and Informative**
Assessment serves as a tool for students, teachers, and families to guide learning. It provides clear insights into progress, next steps, and areas for further development.

- **Transparent and Clear**

Students should always understand what is expected of them. Learning goals, success criteria, and assessment expectations are clearly communicated, supporting a fair and consistent learning experience.

- **Valid and Reliable**

Assessments are designed to measure what they intend to, ensuring accuracy and fairness. Internal moderation helps maintain consistency across the school, reinforcing trust in the process.

- **Collaborative and Reflective**

Assessment is a shared effort between students, teachers, and families. It encourages students to reflect on their progress, engage in discussions, and take responsibility for their learning journey.

- **Interactive and Dialogic**

Assessment is more than just grades—it is about meaningful conversations, thoughtful feedback, and continuous improvement. Open discussions around assessment help students understand their strengths and areas for growth.

- **Feedback to Feedforward**

Constructive feedback is a key part of assessment, helping students take their learning further. It motivates them to set goals, take action, and develop the skills they need to succeed.

- **Ethical and Fair**

Assessment at ISH is built on trust, honesty, and responsibility. Students are expected to submit original work, cite sources properly, and engage in ethical academic practices. Upholding academic integrity ensures fairness and respect for the learning process.

2.2 Characteristics of Effective Assessment

Effective assessment serves to deepen our understanding of the learning process and how best to support it, offering meaningful insights for everyone in the learning community.

Effective assessment empowers **learners** to take ownership of their learning by actively engaging in the process and acting on constructive feedback. It helps them reflect on their progress, set meaningful goals, and make informed decisions about the steps needed to achieve those goals, fostering self-regulation and independence in their learning journey.

Effective assessment supports **teachers** in becoming more impactful by providing insights into what learners know and can do. This enables teachers to reflect on their practice, adapt their teaching based on evidence, and deliver timely, specific, and thoughtful feedback to better support each student's learning.

Effective assessment helps **parents and guardians** stay informed by clearly communicating the learning goals their child is working towards and their progress. By supporting their child's learning at home and sharing valuable insights with the learning community, assessments play a key role in fostering their child's growth and skills development.

2.3 Learning Diversity and Inclusive Practices

The school is committed to ensuring that all students have equitable access to learning and assessment opportunities. By proactively designing assessments that are flexible, inclusive, and responsive to the diverse needs of learners, ISH aims to remove barriers and support all students in demonstrating their knowledge and skills. This approach aligns with the IB's philosophy of inclusion, promoting multiple means of engagement, representation, and expression in assessment practices.

In alignment with our guiding principles, it is essential that assessments reflect and respect the cultural, linguistic, and learning diversity present within the ISH community. This involves tailoring assessments to meet individual learning needs, such as those specified in Individualized Learning Plans (ILPs), students with English as an Additional Language (EAL) status or students with medical conditions or psychological needs. This specific support is carried out through access arrangements and/or modifications.

Access Arrangements

Access arrangements are adjustments made to ensure equitable access to learning and assessments. These arrangements are designed to remove barriers to assessments while maintaining the integrity of the IB's academic standards. All access arrangements must be documented in the student's Individualized Learning or Accommodation Plan. Access arrangements do not alter the expected learning outcome. Examples of access arrangements may be extra time for exams, adjusted formats (e.g., enlarged print, Braille, audio versions), support from a scribe or reader, scheduled rest breaks, and/or a separate setting.

Modifications

A student may receive modifications only when dictated by a learner's needs as outlined on a student's Individual Learning Plan. Modifications include changes in instructional level, content and criteria. If a student participates in the programme with modifications to the required MYP/DP curriculum framework, the IB is not able to validate grades or award the IB MYP certificate or DP diploma. Students who complete the personal project in MYP year 5 are eligible to receive IB MYP course results. (MYP: From Principles into Practice, 2019) Students receiving modifications to subject-group objectives/assessment criteria or assessment criteria descriptors shall also have it documented in their semester grade reporting.

ISH adheres to the [IB's Access and Inclusion Policy](#), ensuring that access arrangements and modifications are applied consistently and equitably. In addition, ISH's **Inclusion Policy** provides further guidance on the provision of support for students with diverse needs.

3. Primary Years Programme (PYP) Assessment

3.1 Purpose of PYP Assessment

In the PYP, assessment is a continuous, holistic, and collaborative process designed to support and inform both learning and teaching. It focuses on the whole child, involving teachers, students, and the broader school community to foster a culture of growth with clear goals and success criteria.

Assessment offers insights into students' understanding, progress, and next steps, encouraging them to reflect on feedback and set personal goals.

Building an assessment culture in the PYP means developing assessment skills across the learning community, with clear, co-constructed goals and success criteria focused on each student's development and continuous growth. Teachers collaborate to measure, understand, and monitor student learning, set goals, document progress, report outcomes, and make ongoing adjustments to foster growth.

3.2 Building Student Assessment Capabilities

Teachers support students in developing their assessment capabilities through the following means:

- **Sharing and co-constructing success criteria** with students early and often, using a variety of assessment tools, such as rubrics or checklists, enables students to know where they are going in their learning, empowering students to take charge of their learning.
- **Self-assessment** involves activities where students reflect on their performance and learning processes, promoting self-awareness and ownership of their learning and education.
- **Peer and group assessment** promote a collaborative learning environment by participating in receiving and giving constructive feedback to their peers, while deepening students' understanding of unit knowledge, concepts, and skills.
- **Personal Learning Guides (PLG) and goals** are essential for monitoring, documenting, and enhancing students' assessment capabilities, fostering continuous growth and development. Students set personalized goals with teacher support, track progress, and reflect on their growth. Goals are shared with families in Mid-Year Reports and reviewed and reflected on during Student Led Conferences and End-of-Year Reports. The process helps students develop self-reflection, goal-setting, and feedback skills at a developmentally appropriate level.

By enhancing students' assessment skills and guiding evidence-based adjustments, we support each student's journey as a lifelong learner. This continuous process of gathering, analyzing, and reflecting on evidence informs and enhances teaching practices.

3.3 What We Assess in the PYP

The PYP curriculum enables learners to build understanding through structured inquiry, emphasizing key concepts, connections, and essential learning skills. At the start of each unit, teachers collect evidence of students' prior knowledge, understanding, and skills. Throughout the unit, a range of assessment methods and tools are used to monitor and track student learning and the impact of learning. Teacher comments are provided on Seesaw on the completion of Units of Inquiry. These comments provide feedback on progress in each area and incorporate reflections on the learner profile attributes and Approaches to Learning skills.

Feedback is given for the following areas:

Early Years - Grade 5

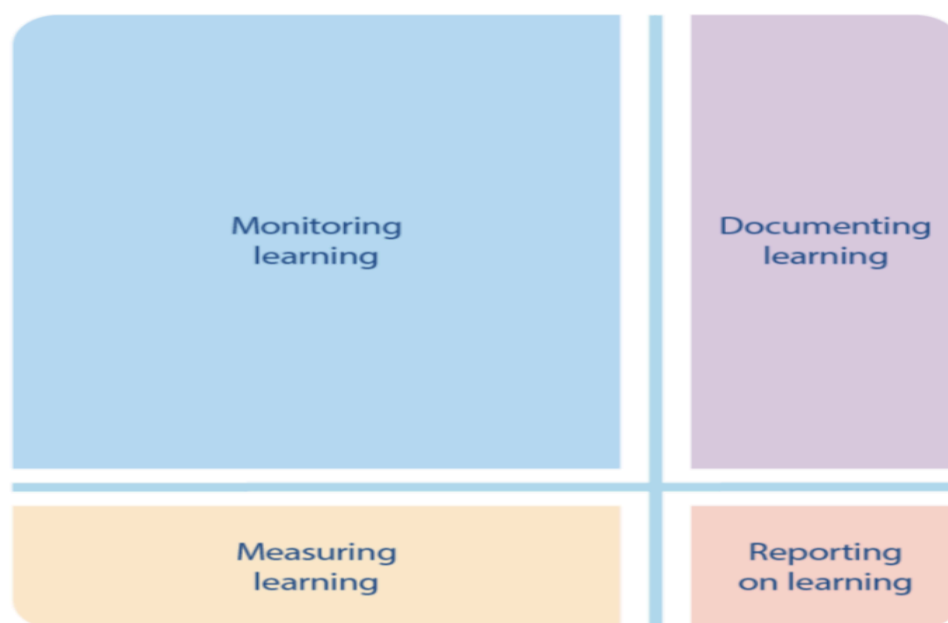
- Language and Literacy
- Mathematics
- Physical Education
- Music
- Visual Art
- Design
- Technology
- Library

Grades 1-5

- French as a Foreign Language
- Finnish as a Foreign Language
- Finnish as a Home Language
- English as an Additional Language

3.4 How to Assess: The Four Dimensions

The PYP has four dimensions of assessment. Each dimension serves its own function, yet all are designed to provide evidence that informs learning and teaching.



The Four Dimensions of Assessment			
Monitoring Learning	Documenting Learning	Measuring Learning	Reporting Learning
It involves checking progress toward personal goals and success criteria. This happens daily through various strategies, including observing, questioning, reflecting, discussing with peers and teachers, and	It involves collecting evidence of progress, either physically or digitally, in various formats. Sharing this documentation makes learning visible to others, offers insights, and helps students reconnect with their goals and success	It captures what a student has learned at a specific point in time. Tools for this are created by ISH or purchased, each adding data that builds a fuller picture of student progress. Teachers use multiple data sources to	It answers the question, "How well are we doing?" It shares students' progress and achievements (feedback), highlights areas for growth (feedforward), and supports the program's effectiveness. Each

giving thoughtful feedback to guide next steps in learning.	criteria.	evaluate progress, organizing and analyzing it to make informed decisions. Collaborative data analysis across individual students, groups, and the PYP helps identify patterns and trends, guiding decisions about teaching and learning.	indicator has a description, enabling transparency and understanding for everyone involved.
Monitoring Tools	Documenting Tools	Measuring Tools	Reporting Tools
<ul style="list-style-type: none"> • Observations • Verbal feedback • Written feedback • Open-ended tasks • Oral presentations • Reflections • Self-assessments 	<ul style="list-style-type: none"> • Seesaw • Rubrics • Checklists • Anecdotal records • Learning stories • Personal Learning Guides • Learning journals and other ongoing pieces of evidence of learning 	<ul style="list-style-type: none"> • MAP (math) • WIDA • Word Study for phonics and spelling • Fountas and Pinnell • Writing samples through Writer's Workshop • Goal setting • Eduten • Nessi • Mathletics 	<ul style="list-style-type: none"> • Report cards: Mid-Year and End-of-Year (MyGuides and Managebac) • Welcome conferences • Mid-Year parent/guardian-teacher conferences • Student-led conferences • Optional End-of Year parent/guardian-teacher conferences

3.4.1 Monitoring and Documenting Learning

As outlined in *From Principles into Practice*, the PYP prioritizes monitoring and documenting learning to deliver timely, actionable feedback. Teachers begin assessments by understanding students' prior learning, which helps them identify their knowledge and experiences and allows for individualized instruction. Continuous monitoring and documentation occur throughout the learning process, providing insights into progress, encouraging student reflection, and guiding teachers in adapting future instruction.

3.4.2 Measuring Learning

External Assessment Tools

In the PYP, students' learning and progress are continually monitored and documented. Semester reporting is based on internally designed PYP assessments. External assessments also prove to be extremely helpful tools for measuring learning. They provide additional data and insights for teachers as we continue to support all students in reflecting on their learning and setting personalized goals. These standardized assessments provide data that enables us to evidence learning over time.

Mathematics Assessments

In September and May, teachers assess students' mathematical skills and growth. One external tool we use for Grades 3-5 students is [NWEA's MAP assessment](#), an online tool designed to measure student growth and performance over time. MAP assessments help teachers understand students' skills and identify areas for improvement, alongside other assessment data from class assignments and observations. We use these results internally to support and individualise student development. Individual learning accommodations are considered when deciding if MAP assessments are suitable and we are mindful of how we need to facilitate these assessment experiences to empower all of our students.

Language and Literacy Assessments

Three formal assessment tools that teachers use at the start and end of the year to check students' prior knowledge, current level of understanding, and skill level in Language and Literacy are Fountas and Pinnell, Word Study spelling inventory, and Writing Samples. These assessments are administered internally, and the data collected from them is tracked over time across grade levels.

Reading Assessments

[The Fountas & Pinnell Benchmark Reading Assessment System \(BAS\)](#) offers a structured method for determining a student's reading level, comprehension, and other literacy skills. It includes one-on-one assessments where a student reads a selected text, and the teacher evaluates various aspects of their reading performance, such as accuracy, fluency, and comprehension.

Word Study Spelling Inventory

The Word Study Inventory is an assessment tool used to evaluate students' spelling abilities and word knowledge. It helps teachers identify developmental spelling stages and guide personalized instruction in phonics, vocabulary, and word study.

Writing Samples

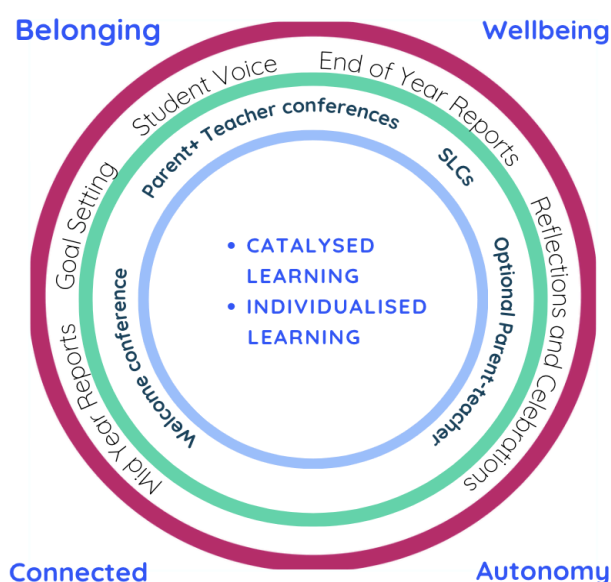
At both the beginning and end of the year, teachers assess student writing by collecting a writing sample using a writing prompt and the EY-G5 [ISH Writing Workshop Learning Progressions](#).

WIDA

The WIDA assessment can be used to determine a student's English proficiency across various areas. EAL teachers can use this tool, if needed, to gather additional data when evaluating a student's readiness to exit the EAL program or to gain a clearer understanding of their English language skills.

3.4.3 Reporting Learning

Our PYP conferences and reports align with ISH mission and guiding principles. Through our reporting approach, we strive to share each learner's unique journey with families and guardians, provide a holistic view of the child, and amplify the student's own voice.



Communicating PYP Student Progress

Time frame	Communication
August	First Day of School - Initial Connection with Homeroom Teacher
August	PYP Welcome Conferences (Student+Parent/Guardian+Teachers) <ul style="list-style-type: none"> Students and parents/guardians connect with the homeroom teacher in person to discuss the initial transition to school, to get to know the student as a learner, and to review general info for the year ahead.
August-November	Initial Assessment of and for Student Learning <ul style="list-style-type: none"> Teacher observations, formative classroom assessments, and developmentally appropriate ongoing literacy and math assessments. Seesaw posts to share samples of learning experiences with parents/guardians in real-time.
End of Semester 1	Parents receive formal MID-YEAR REPORT <ul style="list-style-type: none"> Report shares summative teacher feedback regarding student progress for the first semester.
End of Semester 1	PYP Mid-Year Conferences <ul style="list-style-type: none"> Parents/guardians schedule to meet with teachers to review the mid-year reports.
January-April	Continued Assessments for Learning <ul style="list-style-type: none"> Informal communication with families as helpful Teacher observations, Formative classroom assessments, and developmentally appropriate, ongoing literacy and math assessments. Seesaw posts to share samples of learning experiences with parents in real-time.

Time frame	Communication
August	First Day of School - Initial Connection with Homeroom Teacher
March-April	PYP Spring Student-Led Conferences <ul style="list-style-type: none"> <i>Students share their learning progress and reflections on their learning goals with teachers and parents/guardians.</i>
End of Semester 2	Parents receive formal END-OF-YEAR REPORT <ul style="list-style-type: none"> <i>Report shares summative teacher feedback regarding student progress for the school year.</i>
End of Semester 2	Final Report Parent/Guardian-Teacher Conversations (Optional) <ul style="list-style-type: none"> <i>Optional check-ins as needed to review the end-of-year reports and discuss the end-of-year transitions.</i> <i>Conferences for students with Individualized Learning Plans.</i>

3.4.4 PYP Reports

Early Years and Grade 1

Early Years and Grade 1 students receive My Personal Learning Guides (My Guides) as their reports. The personalised learning guides are co-created with the learner, teachers, and guardians. My Guides offer an authentic window into the student's learning journey with an account of what both homeroom and single subject teachers observe and assess, reflecting on the IB's approaches to learning skills and learner profile. They aim to highlight strengths, progress and interests, as well as needs and areas of growth, with guidance and next steps. Personalised learning goals are set together with the learner as students explore their growing autonomy, develop a sense of belonging in the classroom environment, become actively engaged in their own wellbeing, and build connections between their learning and understanding of the world around them. My Guides feedback on progress is formally reported on and shared with parents/guardians twice a year.

Grade 2 - Grade 5

Our grade 2 to 5 reports are designed to reflect each student's unique journey by highlighting their academic, social, emotional, and behavioral growth. We focus on both strengths and next steps, providing constructive feedback and feedforward to guide future learning. Each report is based on documented evidence, ensuring accuracy and alignment with our school's philosophy for meaningful insights. These reports include an account of what both our homeroom and single-subject teachers observe and assess. Teacher comments reflect on and refer to learner profile attributes and approaches to learning skills.

4. Middle Years Program (MYP) Assessment

4.1 Purpose and Goals of MYP Assessment

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning. The primary aims, as stated in “MYP: From Principles into Practice” (2022) of the MYP assessment at ISH are 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
- Cultivate positive student attitudes towards learning
- Foster a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- Encourage the advancement of critical and creative thinking skills
- Embrace the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Nurture the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

4.2 Formative and Summative Assessment

In line with IB expectations, MYP assessment encourages teachers to continuously monitor students' developing understanding and skills throughout the programme. **Formative** assessment outcomes provide guidance during the learning process, while **summative** assessments offer evaluations at the end. Formative work encompasses everything that helps a student meet the established criteria for the summative task. Through effective formative assessment, teachers gather, analyze, interpret, and utilise a variety of evidence to improve student learning and help students achieve their potential. Peer and self-assessment can be important elements of formative assessment. Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using the required MYP subject-specific assessment criteria:

Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Summative assessment	Assessment aimed at determining a student's competency or level of achievement, generally at the end of a course of study or a unit of work.

Students will be assessed based not on comparison with their peers, but on clearly defined assessment criteria, which will be presented and explained through task-specific clarifications. This approach helps students track their progress and identify areas for improvement

4.3 Subject-specific Criteria and Achievement Levels

Each IB MYP subject-group has a set of four objectives developed by the IB. The IB also provides the required assessment criteria for years 1, 3 and 5 of the MYP against which the students' work is assessed. Each subject-specific objective corresponds to one of four equally weighted assessment criteria. Here are the MYP assessment criteria across subject groups:

Subject group	Criteria	Maximum
Language and literature	A. Analyzing	8
	B. Organizing	8
	C. Producing text	8
	D. Using language	8
Language acquisition	A. Listening	8
	B. Speaking	8
	C. Reading	8
	D. Writing	8
Mathematics	A. Knowing and understanding	8
	B. Investigating patterns	8
	C. Communicating	8
	D. Applying mathematics in real-life contexts	8
Sciences	A. Knowing and understanding	8
	B. Inquiring and designing	8
	C. Processing and evaluating	8
	D. Reflecting on the impacts of science	8
Individuals and societies	A. Knowing and understanding	8
	B. Investigating	8
	C. Communicating	8
	D. Thinking critically	8
Arts	A. Investigating	8
	B. Developing	8
	C. Creating	8
	D. Evaluating	8
Design	A. Inquiring and analyzing	8
	B. Developing ideas	8
	C. Creating the solution	8
	D. Evaluating	8
Physical and health education	A. Knowing and understanding	8
	B. Planning for performance	8
	C. Applying and performing	8
	D. Reflecting and improving performance	8
Personal Project	A. Planning	8
	B. Applying skills	8
	C. Reflecting	8
Interdisciplinary	A. Evaluating	8
	B. Synthesizing	8
	C. Reflecting	8

In the MYP, teachers address objectives through classroom teaching and learning (the taught curriculum) and assess criteria through formative and summative assessment tasks (the assessed curriculum).

MYP teachers make decisions about students' achievement using their professional judgment and are guided by mandated criteria that are public, known in advance, and precise. MYP-published assessment criteria are described as holistic in that they offer general, qualitative value statements about student achievement.

Task-specific clarifications

MYP Assessment criteria are discussed with students at the start of the school year and throughout the year at the beginning of each unit, ensuring transparency in assessment. For each task, teachers develop task-specific clarifications that provide specificity to the assessment criteria. Teachers study the assessment criteria and redraft the value statements within the level descriptors to align with the specific assessment tasks in the MYP unit. These contribute to learning by guiding instruction and providing clear, measurable evidence of learning.

Achievement levels

Each criterion has eight possible levels of achievement (0–8), divided into four bands that generally represent: the student does not reach the standard described by any of the descriptors (0); limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor.

Teachers will analyze the achievement levels of students over the course of the marking period which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. (MYP: From Principles into Practice, 2019). In the absence of summative assessment data, formative assessment results may be considered as they provide evidence of student learning. Also, formative assessment results inform teachers using the “best-fit” approach. This means that students are awarded the achievement level that best describes the quality of their work overall.

4.4 Managing Missed and Late Work

At ISH, grades reflect a student’s ability in each subject based on the **IB MYP assessment criteria**. While academic achievement is the focus, we also value the development of the **IB Approaches to Learning (ATL) skills** and **IB Learner Profile attributes**. Therefore, while we provide students with ample opportunities and guidance to submit their work, we also maintain accountability by implementing consequences for missing work when students do not take corrective action within a reasonable timeframe.

Expectations for Making Up Missed Work

Students who **miss school—for any reason**—are expected to complete all missed work and assessments **within two weeks of their return to ISH**, unless an alternative deadline is arranged with the teacher due to exceptional circumstances.

- **Catching Up on Learning:** If future tests or assignments require knowledge or skills taught during the student’s absence, the student is responsible for catching up independently. Teachers will provide necessary resource materials to support this self-study.
- **In-Class Learning Experiences:** Some classroom activities and assessments cannot be replicated outside the school environment. In cases of extended absences, it may not always be possible for a student to achieve the highest marks.

Expectations for Late Work (When a Student is in School)

Students who are **attending school but fail to submit work on time, despite reminders**, are also expected to complete their work within a defined timeframe.

- Teachers will set a **clear deadline** for late submissions, typically **within two weeks** of the original due date.
- If a student fails to submit work within this period, the **teacher will escalate the issue**, which may include requiring a supervised session to complete the work, parental contact, or a formal intervention.
- If a pattern of **chronic non-submission** emerges, teachers will work with the student, parents, and relevant support staff to address the underlying issues.
- **A student's achievement level cannot be lowered due to late submission.** Work that is turned in late will still be assessed using the IB MYP assessment criteria and assigned an achievement level based on its quality, not the timing of its submission.

Process for Handling Missing or Late Work at the End of a Grading Period

For students who have not submitted a **significant amount of work** or **key assessments** (e.g., projects, papers, exams) by the end of a **grading period**—which is defined as the timeframe used for **reporting progress (semester or term-based reporting)**—teachers may apply one of the following approaches:

- **Option 1: Use of Formative Assessment Results**
 - The teacher may use **formative assessments** as a **temporary measure** to reflect the student's progress.
 - It is the **student's responsibility** to arrange a rehabilitation schedule with the teacher to complete any outstanding summative assessments.
- **Option 2: Use of N/A (Not Assessed) in ManageBac**
 - The teacher may enter **N/A (not assessed)** in the gradebook as a placeholder.
 - This applies in two situations:
 1. **Pending submission:** If a student submits the work within the established time boundaries, it will be assessed based on its academic merits, and an achievement level (0-8) will be assigned. If the student **does not submit** the work, the N/A remains in the gradebook.
 2. **Programmatic reasons:** In some cases, N/A does not indicate missing work. For example, **English Acquisition students** receive N/A in **Language and Literature**, as they are assessed in **English Acquisition** instead. In these cases, students have completed work on time, but it is not evaluated under that subject's criteria.

The final decision on which approach to apply is at the teacher's discretion, in consultation with the **Division Lead**.

4.5 Access Arrangements and Modifications

The International School of Helsinki (ISH) is committed to **ensuring equitable access** to learning and assessment for all students. We recognize that students have diverse needs and are dedicated to providing appropriate support while maintaining the integrity of assessment. ISH adheres to both

the **IB's Access and Inclusion Policy** and ISH's **Inclusion Policy**, ensuring that accommodations and modifications are implemented consistently and fairly.

Access Arrangements

Access arrangements are adjustments designed to **remove barriers to assessment** without altering the learning objectives or academic expectations. These arrangements support students with documented needs, including those with learning differences, medical conditions, physical disabilities, or temporary impairments.

The following access arrangements may be implemented based on individual needs:

- **Additional time** for timed assessments to support students requiring extended processing or response time.
- **Alternative assessment formats include** enlarged print, audio recordings, or digital versions.
- **Assistive technology** to facilitate reading, writing, or communication.
- **Scribes or readers** to assist students who require support with written or verbal tasks.
- **Rest breaks** or segmented assessments to help students manage concentration and stamina.
- **Separate or reduced-distraction environments** to support students who require a quieter setting for assessments.

All access arrangements are documented in a student's **Individualized Learning Plan (ILP)** or **Accommodation Plan** and are applied **consistently across subjects** to maintain fairness.

Modifications

In certain cases, **modifications** may be necessary when a student requires changes to the learning expectations, assessment tasks, or success criteria due to significant and documented learning needs. Unlike access arrangements, which provide support within the standard curriculum, modifications involve **adjustments to assessment criteria and learning objectives**.

Modifications may include:

- **Reduction of content** or adjustment of complexity in certain subject areas.
- **Alternative assessment formats** that allow students to demonstrate understanding in a different manner.
- **Adapted success criteria** to focus on individual progress rather than standardized benchmarks.

Modifications may affect eligibility for the **IB MYP Certificate**, as students must satisfy the full IB MYP assessment criteria to qualify. However, students receiving modifications remain eligible for **MYP Course Results** for completed subjects.

Ensuring Fairness and Academic Integrity

ISH upholds the principles of **fairness, inclusivity, and academic integrity** in all assessment practices. In alignment with ISH's [Academic Integrity Policy](#), the school ensures that:

- **Access arrangements provide necessary support without compromising the integrity of**

assessments. Adjustments enable students to access learning without giving an unfair advantage.

- **All student work reflects authentic understanding and effort.** While accommodations assist in removing barriers, students are expected to complete assessments independently and ethically.
- **Assessment policies are applied consistently across subjects.** Teachers, students, and families receive clear guidelines on how access arrangements and modifications are implemented.
- **Students are encouraged to develop self-advocacy skills.** As they progress through the MYP, students are supported in understanding and managing their individual accommodations to promote independence in learning.

By embedding **equity, inclusion, and academic integrity** within our assessment practices, ISH ensures that all students can demonstrate their learning in a manner that accurately reflects their abilities while upholding the **IB's high standards of assessment**.

4.6 Final Grades and Grade Descriptors

The final MYP grade is issued at the end of the school year. The final grade consists of the 1st and 2nd semester summative achievement levels (0-8). To determine the final grade, teachers add together the achievement levels (0-8) for all four criteria and convert the sum into a grade on a scale of 1-7 (the same for all subjects) using the MYP grade boundary guidelines. A passing mark is a grade of 3 and above, as set by the IB. The table below shows the achievement level totals converted into a grade on a scale of 1–7 with grade descriptors.

Grade	Boundary (achievement level totals)	Descriptors
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 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
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.

4.7 Internal standardization Procedures

Internal standardization of assessment is an IB requirement. This process is guided by the ISH MYP internal standardization procedures. It involves teachers meeting to come to a common understanding of the criteria and achievement levels for student work. In doing so, teachers increase the reliability of their judgments. (MYP: From Principles into Practice, 2019)

Subject groups

Standardization within subject groups promotes consistency and builds common understandings about student achievement with respect to MYP objectives/assessment criteria. In general, subject groups consist of 1-3 educators teaching at different year levels.

The following practices are employed for internal standardization.

- Peer review of year-level summative assessment tasks within the subject group.
- Using interdisciplinary unit assessments for internal standardization.
- My IB Programme Resource Center subject-specific teacher support materials provide
- examples of assessed student work to guide the assessment. Analyzing the examples individually and within the subject group.
- My IB Programme Resource Center "Specimen marked candidate responses" provide examples for year 5 student responses in eAssessment subjects. These responses may be used to inform individual teacher markings and discussed in subject groups.

Personal project

The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the supervisor's internal standardized assessment. Internal standardization process ensures that all candidates are marked to the same standard (Personal project guide: For use from September 2021/January 2022 35). Each project goes through the following internal standardization procedures:

- Initial assessment by the student's project supervisor
- Assessment by one other arbitrarily assigned supervisors

- Group discussion/agreement upon the final level of achievement (supervisors, Personal Project coordinator)
- Standardized achievement levels and a grade with a comment issued to the MYP
- Coordinator to enter into IBIS, and recorded to ManageBac Projects assessment section (supervisor)
- In the event of disagreement between moderators, the Personal Project Coordinator will be consulted as a secondary moderator

ManageBac

ISH utilizes an integrated information system, ManageBac for gathering and reporting assessment information. This summative and formative assessment information is accessible to students, parents and teachers.

ManageBac is the primary student data management system used at ISH for all matters concerning planning and assessment. It provides the basic means through which staff should record details of teaching and assessment along with communication of these to students and parents. It should contain any documents relating to subject group procedures and practices (Syllabi, Course Outline etc.) along with daily notification of work covered. A student's achievement levels for each assigned task will automatically be visible in ManageBac along with any comments posted by staff. Notice of homework and formative and summative assessment tasks will be posted on ManageBac.

The ManageBac information system creates ISH MYP reports that are specifically designed for the MYP programme, and will help promote an in-depth evaluation of a students' learning.

4.8 Reporting and communicating student progress

Students and families receive feedback on individual assessments through ManageBac, both in terms of action-focused feedback and levels of achievement. Reports with MYP achievement levels from 0 to 8 for each subject are made available to students and families in January and June. End-of-Year reports in June also include MYP grades from 1 to 7.

The purpose of conferences is to provide information to both students and parents. At ISH, we emphasize the importance of conferences as learning experiences for students. Conferences offer opportunities for students to practice essential skills in self-reflection, agency, and advocacy by actively participating in discussions about their learning progress. The chart below outlines the reporting schedule and communication regarding learning progress.

Mid August	Upper School Student-led Open House
August - September	Initial assessment tasks shared on Managebac by subject area Teacher observations, assessments
Mid October	MYP Conferences #1 (Student+Parents+Teachers) Student-led conversations where students share and reflect on their initial learning experiences, strengths, areas for growth and action planning. Based on these conferences, students, parents or teachers may schedule follow up conversations with subject area teachers as helpful.

October - December	Teachers communicate individual learning progress based on summative and formative tasks via Managebac and direct student conversation
Early January	<u>Students and parents receive a formal Mid-Year Progress Report</u> Report shares student progress by subject in the first semester. Report includes: <ul style="list-style-type: none"> • Subject-specific achievement levels (0-8) on Criteria A-D* • Personal Project comment for G10 students • Teacher comments for EAL and SEN
Mid January	MYP Conferences #2 (Student+Parents+Teachers) Students and parents connect with subject teachers for conferences focused on student progress described in the mid-year progress report and goal-setting for the school year.
January - March	Teachers communicate individual learning progress based on summative and formative tasks via Managebac and direct student conversation
Early April	MYP Conferences #3 (Student+Parents+Teachers) Students and parents connect with subject teachers for conferences focused on student progress and goal-setting for the rest of the school year.
Early June	<u>Students and parents receive a formal End-of-Year Report</u> Report shares summative teacher feedback regarding student progress for the school year. Report includes: <ul style="list-style-type: none"> • Subject-specific achievement levels (0-8) on Criteria A-D • Final grades 1-7 based on the learning evidence collected over the whole school year** • Personal Project comment and grade for G10 students • Teacher comments for EAL and SEN

*Achievement levels reported in Semester 1 are based on at least one summative assessment addressing all four criteria.

**The MYP final grade issued at the end of the school year takes Semester 1 achievement levels into account, and also counts towards the credit.

The report content and format and the conference plan and schedule are reviewed each year in the spring to determine any changes for the following year.

Standardized tests

NWEA MAP (Measure of Academic Progress)

NWEA's [MAP Growth](#) is an online, norm-referenced assessment tool developed for teachers and schools to measure and evaluate student growth and performance over time. We use MAP Mathematics assessments twice a year in Grades 3-10 to collect data on student growth and supplement teachers' understandings of a student's skill set. Results from these tests are used internally to further student growth and support teachers in their development of curricular resources. Testing results are made available upon parental request.

MYP 5 and Personal project

For schools that conclude with MYP Year 5, students receive a final MYP grade for each subject group and for the Personal Project. The internal standardization of the Personal Project is a key part of the process, ensuring fair and consistent assessments across all students. Additionally, ISH MYP Course Candidates' (MYP 5 students) Personal Projects are externally moderated by IB examiners, following IB assessment requirements.

4.9 Personal Project

4.9.1 Purpose and Process

The Personal Project is the culminating learning experience in MYP Year 5, giving students the opportunity to apply and showcase what they have learned throughout the programme. It is a self-directed project where students:

- Explore a topic of personal interest through research.
- Create a final product that reflects their inquiry.
- Reflect on their learning process and growth.

The project is assessed using IB's published criteria, ensuring that students can demonstrate their ability to think critically, apply their skills, and take ownership of their learning.

The Personal Project serves as a **foundational experience** for research-based activities in the Diploma Programme, such as the Extended Essay (EE), Internal Assessments (IA), and other analytical tasks.

4.9.2 Assessment Criteria

- The project is evaluated using four IB criteria, each graded on a scale from 0 to 8, which together determine the final score.
- Throughout the process, students receive both written and verbal feedback from their supervisors to help them refine their research, product, and reflection.
- Students who are learning English as an additional language receive support to help them communicate their research and ideas effectively.
- Throughout the year students receive comprehensive guidance and engage in a combination of tasks that support their work towards completing the project. Formative assessment includes their process journal, which receives ongoing feedback to help track their progress, and the draft of their report, which receives written and verbal feedback prior to final copy completion.
- While all students follow IB's standard criteria, ISH provides structured guidance, language support, and personalized goal-setting where needed.
- The Personal Project is closely aligned with ISH's mission and values. The project provides an engaging opportunity for personal growth that contributes to student wellbeing. Autonomy is emphasized, both in topic selection and self-direction. Students are encouraged to do service which promotes connection and belonging within a community environment.
- As per IB guidelines, retakes for the Personal Project are not possible. Once a project has been submitted and assessed internally, it is sent for external moderation, and the final grade is determined based on IB's assessment principles.

- The school shares only the moderated internal grades with students, which are included in the end-of-year report cards. Externally validated grades received from the IB are used by teachers to reflect on and refine their assessment practices, ensuring alignment with MYP objectives and maintaining consistency in grading.

4.9.3 Academic Integrity in the Personal Project

ISH places great importance on academic integrity, and students are expected to:

- Ensure that all work is their own and properly cited. Plagiarism, collusion, and any form of academic dishonesty are not allowed.
- Accurately document sources using appropriate referencing techniques to maintain transparency and uphold intellectual honesty.
- Use AI tools responsibly, acknowledging their use where applicable and ensuring that their own thinking and effort remain central to their work.
- Approach their inquiry ethically, demonstrating fairness, respect, and honesty in their research and project development.
- Be aware of the consequences of academic misconduct. Any violations of ISH's academic integrity expectations will be addressed according to school policy and may affect grading and IB moderation.

For further information, please refer to the [ISH Academic Integrity Policy](#).

5. Diploma Programme (DP) Assessment

5.1 Purpose of DP Assessment

At ISH, assessment in the Diploma Programme (DP) plays a key role in supporting student learning and academic growth. It is designed to challenge students, provide meaningful feedback, and prepare them for both internal and external IB assessments. Teachers assess students using IBDP subject-group objectives, grade descriptors, assessment-specific criteria, and markband descriptors, ensuring that grading is fair, transparent, and aligned with IB expectations.

To help students reach their full potential, DP assessments are designed to be engaging and varied, using different strategies to develop essential skills, knowledge, and conceptual understanding.

The main goals of DP assessment at ISH are to:

- **Develop critical and creative thinking skills** through analytical, evaluative, and problem-solving tasks.
- **Prepare students for IB assessments** by ensuring classroom tasks reflect the expectations of formal IB coursework and exams.
- **Provide constructive feedback** that helps students reflect on their progress and make improvements.
- **Promote international-mindedness and inclusivity** by designing assessments that incorporate global perspectives, different cultural viewpoints, and multiple languages where relevant.
- **Help teachers refine their instructional practices** by analyzing assessment data to identify learning trends and areas for support.

- **Offer students choices in how they demonstrate their understanding**, making learning more meaningful and engaging.

5.2 Assessment Formats and Student Choice

At ISH, we recognize that students have different strengths and ways of expressing their knowledge. Whenever appropriate, students may be given options for how they complete assessments. This approach allows students to engage with the material in ways that align with their skills and interests while meeting IB's rigorous academic standards.

Examples of assessment formats used across DP subjects include:

- **Written assessments** – essays, research papers, investigative reports, position papers, comparative analyses
- **Oral assessments** – presentations, speeches, structured discussions, viva voces, and recorded reflections
- **Creative assessments** – podcasts, digital storytelling, multimedia projects, photography-based analyses, visual essays
- **Practical assessments** – science experiments, fieldwork, investigations, technical demonstrations, interactive problem-solving
- **Collaborative assessments** – debates, panel discussions, peer-led workshops, collaborative research projects
- **Performance-based assessments** – artistic performances, musical compositions, dramatic monologues, exhibitions
- **Case studies and real-world applications** – business simulations, policy analysis, ethical dilemmas, interactive decision-making exercises

5.3 IB and High School Diploma Assessment Approaches

For students earning high school credit, they are in the same classes as the IB Diploma students, following the same curriculum content as the Standard Level IB students. However, they do not need to meet the full range of objectives of the IB course, so their assessments can be adjusted appropriately. Usually, the assessments are similar in design to those of the IB students, but differ in scope, scale, or use of resources. For instance, while an IB student prepares to write an essay in 90 minutes, the high school student might prepare to write a similar essay in 120 minutes. [Here is a quick guide to that modification.](#)

5.4 Grading Scale and Achievement Descriptions

The **1-7** scale defined by the IBDP is used for all assessments and semester grades.

Here are our descriptors:

- 1** Minimal achievement in terms of the objectives.
- 2** Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
- 3** Limited achievement against most of the objectives, or clear difficulties in some areas. The

student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.

- 4 General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
- 5 Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
- 6 Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
- 7 Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.

Determining Achievement Levels

At ISH, DP teachers make decisions about student achievement using their professional judgment, guided by the following tools:

- [IBDP grade descriptors](#): This overview of all DP courses provides clear descriptors for each mark band that teachers can apply to their task-specific criteria and mark bands.
- IB Assessment-specific criteria and markband descriptors: These are available from the subject course guides. Teachers can adjust these based on the assessment's place in the two-year program, differentiating between learning the skills early in year 1 and demonstrating the skills later in year 2.
- Teacher-developed markbands: For IB assessments that have no criteria, like exams in IBDP groups 3, 4 and 5, teachers have developed markbands for unit exams that attempt to mirror the results of the summative IB exams.

For High School Diploma students, those tools can be modified more freely.

How the IB Diploma Outcome is Calculated

Per the IB's "Assessment Principles and Practice" document:

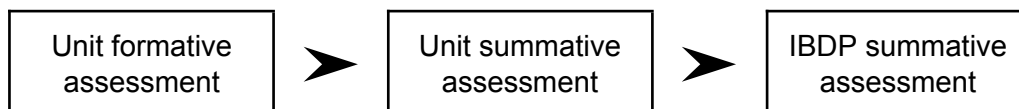
"The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. This means that the highest score that a candidate can achieve is 45 points."*

This approach means that SL and HL subjects are valued equally in determining the candidate's final points.

**The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core."*

Formative and Summative Assessment

A distinction should be made between the summative assessments for the course set by the IB, and summative assessments teachers create for a specific unit of study within the progression of the course.



Teachers design summative unit assessments (and the formative assessments that support them) that develop specific skills required for the IB-designed assessments. As a result, summative unit assessments in the DP can be seen as formative assessments for the IB-designed summative assessments, providing essential feedback on skill development. While some unit assessments resemble the IB assessments, a wider range of assessment tasks will also help students build skills and understanding.

Consistent with IB expectation, DP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student, peer and self-assessment can be important elements of formative assessment plans. Internal (school-based) summative assessment is part of every DP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required DP subject specific assessment criteria.

IB summative assessment is conducted according to the requirements set by the International Baccalaureate Organization.

Managebac

ISH utilizes an integrated information system, ManageBac, for gathering and reporting assessment information. This summative and formative assessment information is accessible to students, parents and teachers.

ManageBac is the primary data management system used at ISH for all matters concerning planning and assessment. It provides the basic means through which staff should record details of teaching and assessment along with communication of these to students and parents. A student's grade/achievement level for each assigned assessment will automatically be visible in ManageBac along with any comments posted by staff. Notice of homework and major assessment events will be posted on ManageBac.

Recording and reporting student achievement

Students and families receive feedback on individual assessments through ManageBac, both in terms of action-focused feedback and a level of achievement. Reports with semester grades for each course are made available to students and families in January and June. Here is a chart outlining the communication of student progress in the DP:

Date	Communication
Mid August	Upper School Student-led Open House
August-September	Initial assessment tasks shared on Managebac by subject area Teacher observations, assessments
Mid October	DP Conferences #1 (Student+Parents+Teachers) Students and Parents connect with teachers for conferences focused on student progress and goal-setting for the school year
October - November	Teachers communicate individual learning progress based on summative and formative tasks via Managebac and direct student conversation IB grade 12s can receive university predicted grades
December	Summative Assessments as Semester 1 Ends
Early January	Students and parents receive a formal Mid-Year Progress Report Grades (1-7) for each course
Mid January	MYP/DP Conferences #2 (Student+Parents+Teachers) Students and Parents connect with teachers and Kota advisors for conferences focused on student progress described in the mid-year progress report and goal-setting for the school year
January - March	Teachers communicate individual learning progress via Managebac and direct student conversation
Early April	Optional MYP/DP Conferences #3 (Student+Parents+Teachers) Students and Parents connect with teachers for conferences focused on student progress and goal-setting for the school year
April - May	<ul style="list-style-type: none"> Teachers communicate individual learning progress based on summative and formative tasks via Managebac and direct student conversation G12 Study Leave and IB DP Exams (See DP Calendar)
Early June	<u>Parents receive formal END-OF-YEAR REPORT</u> *Report shares summative teacher feedback regarding student progress for the school year Grade 11, grade 12 HS: Semester grades (1-7) Grade 12 IB: IB predicted grades (1-7)

5.5 Predicted Grades and Appeals

At ISH, predicted grades are an essential part of the IB Diploma Programme, serving both academic and administrative purposes. These grades represent **data-supported professional judgments** made by teachers about how students are expected to perform in their final IB assessments.

We provide two sets of predicted grades:

- **October: University Predicted Grades**

These grades are used for university applications, allowing institutions to make informed conditional offers.

- **April: IB Predicted Grades**

Submitted to the IB, these grades support internal analyses and serve as a quality check to ensure that internally assessed coursework aligns with IB standards, giving students an accurate reflection of their anticipated results.

Predicted Grades Appeal Process

We recognize that students may have concerns regarding their predicted grades. To address this, we have established a clear and structured appeals process:

- **Notification of Predicted Grades**
Students receive their predicted grades promptly after they have been reviewed and finalized by their subject teachers.
- **Appeal Window**
Students have seven days from the date of notification to request a review for up to three subjects.
- **Appeal Submission**
To submit an appeal, students must provide a written rationale along with relevant, course-specific evidence that supports their request. Appeals should be directed to the DP Coordinator.
- **Review Process**
The DP Coordinator, in collaboration with the relevant subject teachers, will carefully review the submitted evidence. While all appeals are given thorough consideration, a request does not guarantee a change in the predicted grade.

This structured approach ensures that the predicted grades process remains transparent, fair, and aligned with IB guidelines and ISH's commitment to academic integrity.

For more details on the appeals process, students and parents are encouraged to contact the DP Coordinator directly.

5.6 Mock exams or Practice Examinations

5.6.1 Purpose and Scheduling

Mock exams - Practice Examination in IB Terms - are an essential part of the IB Diploma Programme at ISH. They help students prepare for their final IB assessments by providing a realistic exam experience and serving as an important learning opportunity.

Throughout Grade 12, students participate in regular exam practice, using past IB papers to familiarise themselves with question formats, develop effective exam strategies, and refine their time management skills. To facilitate this, the schedule includes extended exam practice sessions, which contribute to their semester grades.

In mid-March of Grade 12, students take formal mock exams over five school days. They sit one exam per course under official IB exam conditions. These mock exams provide students with:

- A realistic trial run of the final IB exams, following IB regulations regarding timing, invigilation, and permitted materials.

- Detailed teacher feedback to help identify strengths and areas for improvement.
- The opportunity to refine exam techniques and develop confidence in managing high-stakes assessments.

5.6.2 Mock Exams and Grading

Mock exams play an essential role in determining both IB predicted grades and semester grades. However, predicted grades are based on multiple factors, and mock exam performance is not the sole determinant.

While the weighting of mock exams is determined at the subject level, ISH requires that:

- Teachers clearly inform students in advance of how mock exams will be weighted in their final grades.
- Faculties collaborate to ensure consistency in how mock exams contribute to assessment, while still allowing flexibility across different subject areas.
- Mock exams are considered as part of a broader assessment process, contributing to IB predicted grades alongside other measures of student performance.

By structuring mock exams in this way, ISH ensures that they are both a valuable learning experience and a fair and transparent assessment tool. This approach aligns with IB expectations and best practices observed in international IB schools.

5.7 Internal Moderation

At ISH, internal moderation plays a key role in ensuring that assessment is accurate, fair, and aligned with IB expectations. It strengthens the reliability of student results, enhances consistency across subjects, and ensures that the feedback students receive is meaningful and actionable.

Our approach to internal moderation is designed to maintain the integrity of assessments, support teacher reflection and instructional adjustments, and reinforce the values of fairness and transparency in student achievement.

5.7.1 Tracking Performance and Calibration

1. Tracking student performance over time
 - Teachers analyze student achievement across multiple years to assess the effectiveness of teaching strategies, assessment design, and overall curriculum delivery.
 - If patterns emerge, such as consistent underperformance in a particular area, teachers refine their instructional approaches and assessment practices accordingly.
2. Ensuring the accuracy of IB predicted grades.
 - IB predicted grades are reviewed and compared with final IB results to evaluate how well internal assessments prepare students for external exams.
 - This review takes place at the individual, class, and cohort levels to ensure that predictions reflect actual student capabilities.
 - When discrepancies arise, teachers engage in professional reflection and recalibrate assessment methods to improve accuracy for future cohorts.
3. Reviewing internal assessments and teacher calibration
 - Internal assessments are evaluated after IB moderation to determine the extent of any grade adjustments made by external examiners.

- If significant discrepancies occur between teacher-awarded marks and IB moderator feedback, teachers review how assessment criteria were applied and adjust practices where needed.
- Teachers use IB subject reports, standardized examples, and collaborative discussions to strengthen alignment with IB assessment expectations.

Given the size of ISH, it is not always possible to have multiple teachers assessing the same IB subject. To ensure consistency, ISH follows a structured internal standardization process:

- Time is allocated for teachers to engage in professional conversations about grading consistency, ensuring that all assessments are aligned with IB standards.
- Teachers refine their grading practices using IB assessment resources, including mark bands, subject reports, examiner feedback, and externally moderated student work.
- Cross-school collaboration is encouraged where possible, allowing ISH teachers to moderate work with colleagues from other IB schools to enhance objectivity and alignment.
- For subjects with multiple teachers, internal standardization meetings are held before final assessments are submitted, ensuring alignment in task design, application of assessment criteria, and grading judgments.

5.7.2 Upholding Academic Integrity

At ISH, internal moderation is closely linked to the principles outlined in the Academic Integrity Policy. As part of our commitment to ethical assessment practices:

- All assessments must reflect student-authored work, and moderation helps ensure that assessment judgments are based on authentic student achievement.
- Teachers verify the originality of student submissions and flag any potential concerns related to plagiarism, collusion, or unauthorized assistance.
- Assessment feedback educates students on ethical academic practices, reinforcing transparent research, proper citation, and responsible exam conduct.
- Internal moderation helps safeguard against unconscious bias and ensures fair grading across different student groups, aligning with IB and ISH values of equity and fairness.

For further information, please refer to the **ISH Academic Integrity Policy**.

Policy alignment

Academic Integrity Policy	All school policies align with our guiding statements (vision and mission) and the philosophy of the International Baccalaureate (IB). In all of these policies and positions, the student is at the centre.
Admissions Policy	
Assessment Policy	
Inclusion Policy	
Language Policy	

Policy review protocol

The policy is reviewed regularly by relevant stakeholders, considering the guiding statements and the changing needs of students and the wider community. Data included in this review encompasses surveys from stakeholders, staff members' practice evaluations, and current pedagogical research.

Communication of the school policies

This policy will be listed with the other school policies on our public website.

Reference List

International Baccalaureate Organization (IBO) Sources:

- International Baccalaureate Organization (2024) *Assessment principles and practices – Quality assessments in a digital age*. Available at: <https://ibo.org> (Accessed: 20 February 2025).
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- International Baccalaureate Organization (2022) *PYP learning and teaching guide*. Available at: <https://ibo.org> (Accessed: 20 February 2025).
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- Seisen International School (2024) *Mock Exam Procedures for IB Diploma Students*. Available at: <https://www.seisen.com> (Accessed: 20 February 2025).
- United World College Singapore (2023) *IB DP assessment and predicted grades guidelines*. Available at: <https://www.uwcsea.edu.sg> (Accessed: 20 February 2025).
- International School of Geneva (2023) *Internal standardization and moderation policy*. Available at: <https://www.ecolint.ch> (Accessed: 20 February 2025).
- Munich International School (2023) *Academic Integrity and Assessment Policy*. Available at: <https://www.mis-munich.de> (Accessed: 20 February 2025).

ISH-Specific References:

- International School of Helsinki (2025) *Academic Integrity Policy*. Internal document, ISH.

- International School of Helsinki (2025) *Assessment Policy for PYP, MYP, and DP*. Internal document, ISH.
- International School of Helsinki (2025) *Inclusion Policy*. Internal document, ISH.
- International School of Helsinki (2025) *Language Policy*. Internal document, ISH.

Annex A: ISH Assessment Policy Help Sheet

1. Purpose of Assessment at ISH

Assessment at ISH is designed to:

- Guide student learning and provide meaningful feedback.
- Support skill development and academic progress.
- Align with IB expectations and ISH's values of **wellbeing, autonomy, belonging, and connection**.

2. Core Principles of Assessment at ISH

- **Authentic & Relevant:** Connects learning to real-world contexts.
- **Ongoing & Iterative:** Supports continuous improvement.
- **Supportive & Encouraging:** Focuses on student growth and feedback.
- **Fair & Transparent:** Students understand expectations and criteria.
- **Collaborative & Reflective:** Involves students, teachers, and parents.
- **Ethical & Reliable:** Maintains academic integrity and consistent grading.

3. PYP Assessment Overview

- **Purpose:** Supports holistic learning and student reflection.
- **Methods:** Self-assessment, peer assessment, portfolios, conferences.
- **Reporting:** Mid-Year & End-of-Year Reports, Student-Led Conferences.
- **Standardized Testing:** Includes MAP, Fountas & Pinnell, WIDA, and Word Study.

4. MYP Assessment Overview

- **Types:** Formative (ongoing learning) and summative (final evaluation).
- **Assessment Criteria:** IB MYP subject-specific objectives and criteria.
- **Grade Scale:** 1-7, based on IB published descriptors.
- **Late Work Policy:**
 - Students have **two weeks** to submit missed work.
 - No penalty for late work, but students must meet deadlines.
 - Major missing work may result in **N/A (Not Assessed)** if not submitted.

Access Arrangements & Modifications

- **Access Arrangements:** Extra time, assistive technology, separate test settings.
- **Modifications:** Adjustments for students with Individual Learning Plans (ILPs).

5. Personal Project (MYP Year 5)

- **Key Elements:** Research, Product, Reflection.
- **Assessment:** IB-published criteria; graded 0-8 per criterion.
- **Moderation:** Externally reviewed by IB.
- **Academic Integrity:** All work must be original and properly cited.

6. DP Assessment Overview

- **IBDP & HSDP Assessments:** IB criteria guide all grading.
- **Assessment Methods:** Essays, presentations, projects, investigations, oral exams.
- **Final IB Grades:** Based on a 1-7 scale, following IB descriptors.

Predicted Grades & Appeals

- **Two Predictions:**
 - **October:** University predicted grades.
 - **April:** IB predicted grades (for internal analysis and IB submission).
- **Appeal Process:**
 - Students may appeal **up to three subjects** within **seven days** of notification.
 - Appeals must include a **written rationale and supporting evidence**.
 - Decisions are reviewed by the **DP Coordinator and subject teachers**.

7. Mock Exams (DP Year 2 - Mid-March)

- **Purpose:** Prepares students under IB exam conditions.
- **Structure:** One exam per subject over five school days.
- **Weighting:**
 - Determined by each subject teacher.
 - **Teachers must inform students in advance of how mock exams will be weighted.**

8. Internal Moderation & Standardization

- **Purpose:** Ensures fair, consistent assessment aligned with IB standards.
- **Methods:**
 - **Tracking student performance** over time.
 - **Reviewing predicted grades** for accuracy.
 - **Calibrating teacher assessments** with IB moderation reports.
 - **Using IB resources** (subject reports, markbands, examiner feedback).

Academic Integrity in Moderation

- All assessments must reflect **authentic student work**.
- Teachers verify originality and flag concerns related to plagiarism or collusion.

9. Reporting & Communication

- **ManageBac:** Used for grade tracking and reporting.
- **MYP & DP Reports:** Issued in January and June.
- **Conferences:** Student-led, parent-teacher, and optional end-of-year meetings.

Annex B: Executive Summary

International School of Helsinki – Assessment Policy 2024–2025

The ISH Assessment Policy outlines a unified, inclusive, and transparent framework for evaluating student learning across the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). Aligned with the International Baccalaureate (IB) philosophy, the policy ensures that assessment is not an end in itself, but a tool to support growth, inform teaching, and promote student agency.

Core Beliefs and Values

Assessment at ISH is designed to be authentic, iterative, supportive, varied, transparent, and ethical. Rooted in the school's guiding values—**Wellbeing, Belonging, Autonomy, and Connection**—the policy emphasises inclusive practices that respect the diverse learning needs of all students.

Programme-Specific Practices

- **PYP** assessment is holistic and student-centred, focusing on continuous documentation, goal setting, and reflection. Learning is assessed through four key dimensions: monitoring, documenting, measuring, and reporting. Tools include Seesaw portfolios, personal learning guides, and standardised assessments such as MAP, Fountas and Pinnell, and WIDA.
- **MYP** assessment is criterion-related, grounded in formative and summative practices using subject-specific IB criteria. The policy details procedures for handling late or missed work, final grade calculation, and internal standardisation. The Personal Project serves as a capstone experience, assessed against IB standards and externally moderated.
- **DP** assessment balances preparation for formal IB assessments with varied and student-centred formats such as essays, presentations, practical tasks, and mock exams. The policy includes processes for predicted grades, appeals, and internal moderation to ensure fairness and accuracy.

Inclusion and Access

The policy incorporates equitable access arrangements and modifications for students with documented learning needs. These are implemented through Individualised Learning Plans and aligned with both IB and ISH Inclusion Policies.

Reporting and Communication

Assessment information is shared regularly through platforms like ManageBac, parent-teacher conferences, and formal semester reports. Students are active participants in reflecting on their learning journey, enhancing their ability to self-regulate and advocate for their needs.

Academic Integrity

Upholding academic honesty is central to assessment at ISH. Clear expectations, consistent practices, and teacher-led moderation ensure that assessments reflect authentic student achievement.

In sum, this policy reflects ISH's commitment to a rigorous, responsive, and inclusive learning environment that places student growth and wellbeing at its core.

Annex C: Student-Friendly Summary

What You Should Know About Assessment at ISH

Assessment helps you understand your learning and supports your teachers in helping you grow. It is not just about grades—it is about feedback, reflection, and taking action.

- **How Are You Assessed?** You are assessed in many ways: projects, tests, group work, presentations, and more. Your teachers use clear criteria and rubrics so you know what is expected. You will have both formative assessments (to guide learning) and summative assessments (to evaluate your learning).
- **What Are You Responsible For?** You are expected to complete your work on time, reflect on feedback, and ask for help when needed. You must also act with academic honesty by doing your own work and using AI tools responsibly.
- **What Tools Are Used?** In the PYP, you use Seesaw, MAP, and MyGuides. In the MYP and DP, ManageBac is the main platform for feedback and grades. You will also have regular conferences with your teachers and family to reflect on your learning.
- **What Happens If You Need Support?** If you have a learning plan or need extra help, your assessments may be adjusted so that you can show your learning in a fair way. Your teachers and support staff are there to help you succeed.

Annex D: Quick Reference Guide

Purpose of the Policy To define consistent, inclusive, and IB-aligned assessment practices across ISH that support learning, growth, and academic integrity.

Assessment Principles at ISH

- Authentic: Connected to real-world contexts
- Ongoing: Continuous and iterative
- Inclusive: Designed for diverse learners
- Transparent: Clear expectations and criteria
- Collaborative: Involving students, teachers, and families
- Ethical: Upholding academic honesty

PYP Assessment Overview

- Focus: Holistic learning, reflection, and growth
- Tools: Seesaw, Personal Learning Guides, Fountas & Pinnell, MAP, WIDA
- Structure: Four dimensions—monitoring, documenting, measuring, reporting
- Reporting: Mid-Year and End-of-Year Reports plus Conferences

MYP Assessment Overview

- Focus: Criterion-related, skills-based learning
- Assessments: Formative and Summative using IB subject criteria (0–8 scale)
- Late Work: Two-week deadline; no grade penalty; N/A used when appropriate
- Personal Project: Required in Year 5 and externally moderated

DP Assessment Overview

- Focus: Varied, rigorous, and IB-aligned assessment formats
- Types: Essays, presentations, oral exams, mock exams
- Grades: 1–7 scale based on IB descriptors
- Predicted Grades: Issued in October and April; appeals allowed

Access & Inclusion

- Access Arrangements: Extra time, readers, separate settings
- Modifications: Adjusted content/criteria for students with ILPs

Academic Integrity

- All work must be original and cited
- AI use must be declared and ethical

Reporting & Communication

- Platform: ManageBac
- Reports: January and June

- Conferences: Three per year in MYP and DP; twice per year in PYP