

INTERNATIONAL SCHOOL OF KARLSKRONA



Assessment Policy



Acknowledgements

Special thanks to:

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The IBO Mission Statement:

"The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

International School of Karlskrona's Mission Statement

"The International School of Karlskrona will provide a learning-focused environment that stimulates creativity and innovation in a culture of collaboration and respect so that each student develops the skills and knowledge to become internationally-minded and a lifelong learner."

Purpose of this policy

The International School of Karlskrona (ISK) disseminates this policy to staff at the beginning of each academic year. For the sake of transparency, it is available to all members of the school community. In accordance with this policy, teachers' are expected to monitor, document, measure, and report on learning, as well as be guided by assessment data to inform teaching and learning practices.

Our Philosophy and Guiding Principles of Assessment

At ISK, we believe that assessment is an integral part of the teaching and learning process. The main purpose is to improve student and teacher performance. Assessment identifies what students know, understand, and can achieve, and it enables them to reflect at different stages in the learning process. Assessment is the focus of thoughtfully and effectively guiding students and teachers through: 1) the acquisition of knowledge, 2) the understanding of concepts, 3) the mastering of skills, 4) the setting of realistic goals, and 5) taking action as a result of learning or to steer learning forward.

Our guiding principles are:

- The fostering assessment capability and meta-cognitive skills supports the understanding of one's own abilities and needs and, consequently, the self-directing of learning engagements to maximize one's potential.
- An assessment capable learner can self-, peer-, and group-assess and s/he uses assessment data to inform learning practices.
- An assessment capable teacher can self-, student-, group-, and class-assess and s/he uses assessment data to inform teaching and learning practices.
- An assessment capable learner or teacher receives constructive feedback and feed-forward in the way the feedback was intended, to support further learning
- An assessment capable learner or teacher assesses skills, knowledge, and understanding and identifies gaps in skills, knowledge, and understanding, as well as what is needed to close these gaps.
- Ensuring implicit and explicit development of the IB Learner Profile Attributes and Approaches to Learning (ATLs) provide skills and dispositions supporting assessment capability.
- Differentiation and allowing for student voice and choice provide learners with options and equity in demonstrating understanding.
- Diverse assessment practices provide all students with opportunities to demonstrate their learning, which is rewarded and celebrated.
- Formative assessment practices such as 'Assessment For Learning' (AFL) and 'Assessment As Learning' (AAL) often takes precedence over summative assessment practices 'Assessment Of Learning' (AOL), as the former two drive and direct teaching and learning practices.

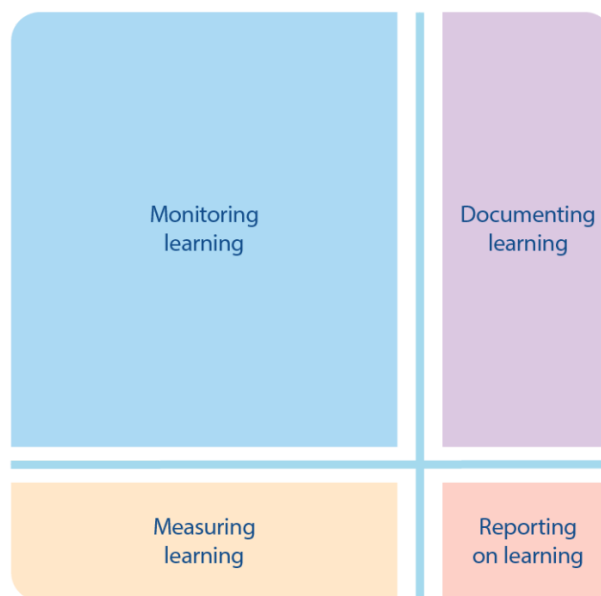


Figure 1 PYP:

from Principles into Practice – Learning and Teaching – Assessment – How to Assess' (pg. 74, IB, 2019)

Why do we assess?

The purpose of assessment is to guide and inform teaching and learning processes with the objective of helping each learner reach his/her highest potential.

Effective assessment helps identify learning needs. Support of identified needs is provided by ISK staff or outside services (for example BUP) if necessary and if available. Individual students may be referred to the Student Welfare Team (Elevhälsoteam; EHT).

Assessment:

- Provides students with knowledge of their strengths, areas of concern and learning styles so that they can develop strategies to improve their performance with increasing confidence and independence
- Promotes student agency by taking ownership of learning
- Provides teachers with evidence of student learning so that appropriate teaching strategies can be employed for individuals, groups, and classes.
- Supports teachers in determining effectiveness of teaching
- Provides parents with clear guidelines of assessment procedures so that they can understand and support their children's learning needs
- Provides administration with a tool for monitoring standards, so that they are effectively implemented and maintained throughout the school
- Contributes to the successful implementation of the programme

What do we assess?

Assessment thoughtfully and effectively guides students through the essential elements of learning:

- Acquisition of knowledge
- Understanding of concepts
- Mastering of skills
- Setting goals
- Decisions to take action.

ISK's approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry. The main aim of assessment is to provide feedback and feed-forward on the learning process to inform further learning. Students and teachers assess progress formatively and summatively as part of the development of their critical thinking and self-assessment skills.

At ISK assessment:

- Is on-going, varied and continuous.
- Involves authentic assessment.
- Promotes student agency.
- Informs planning and teaching and, consequently, learning.
- Utilizes a wide range of multiple strategies and tools.
- Has clear criteria which are known and understood in advance.
- Uses authentic contexts directly related to the unit.
- Is consistent, fair and reliable.
- Records and documentation are kept by teachers.
- Involves regular and accurate reporting to students and parents.

How do we assess?

Teachers utilize and develop a range of assessment tools, reflecting student needs and skills. Teachers utilize:

- Pre-assessments, formative assessments and Summative assessments
- Rubrics
- Checklists
- Portfolios
- Observations/discussions
- Self assessment, peer assessment, group assessment, and teacher assessment
- Reflection - which is viewed as a vital and integral part of inquiry and learning.

Pre-Assessment: The assessment of a student's prior knowledge and experience, which will be evaluated prior to new learning experiences. It determines the pace forward and allows for adjustment of complexity or objectives.

Formative assessment: Provides information that is used in order to plan the next stage in learning. It is consistent and interwoven with learning, and helps teachers and learners find out what the students already know, understand, and can do. Formative assessment and teaching function purposefully together by allowing the teacher to adjust plans and methods as a result of analyzing assessment data. Formative assessment supports learners' reflective skills and adjustments to Approaches to Learning.

Summative assessment: Aims to give teachers and students clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate learning. It informs and allows for improvement in the teaching and learning process. It measures understanding of the Central Idea (PYP) or Statement of Inquiry (MYP), and it prompts students towards action. All summative tasks are completed at school. MYP summative assessment criteria are shared with students prior to teaching the unit.

Authentic assessment: assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Tools: are the instruments used to gather data about student learning. Tools can be both quantitative and qualitative, and refer to both written and oral tasks, such as written assignments, research papers, labs, oral presentations, and quizzes, but also group problem solving, performances, demonstrations, portfolios and observations.

SUMMATIVE	FORMATIVE	
AOL Assessment OF Learning	AFL Assessment FOR Learning	AAL Assessment AS Learning
<ul style="list-style-type: none"> ● Summative – at end ● Produced by teacher/institution ● Measures quantitative data - What was learned? ● Standardized tests or exams ● Norm or criteria referenced ● Often limited student involvement ● Assess effectiveness of instruction ● For grades/promotion ● As evidence to support/not support professional practices ● Opportunity to demonstrate learning or understanding ● Provides a foundation for taking Action 	<ul style="list-style-type: none"> ● In the beginning of new learning (mapping out prior knowledge) ● Throughout the process ● Produced through interaction or by learner ● Provides descriptive and actionable feedback and feed-forward to inform next steps in learning ● Qualitative and quantitative ● Dialogue ● Informs about progress ● Supports setting learning goals and creating action plans ● Develops motivation ● Develops a sense of agency and self-efficacy 	<ul style="list-style-type: none"> ● Throughout the process ● Mostly learner driven ● Goal; support learners to become self-regulated learners through ongoing reflection, self-monitoring, and adjusting approaches, strategies, and goals ● Interactive and reflective in nature; Students actively plan, monitor, and reflect in order to continuously modify and adjust ● Learn through peer and self-assessment ● Develops meta-cognitive skills ● Develops a sense of agency and self-efficacy

Reporting

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning. There are two written and/or graded reports in January and June. Throughout the year, there are parent teacher conferences and a student led conference to share assessment information. Teachers communicate

learning through Toddle Journal and maintain regular contact with parents to inform them in regards to their child/ren's progress.

Assessment Procedures

Assessment within the IB Primary Years Programme is aligned with the IB Scope and Sequence Learning Outcomes for each subject area, conceptual understanding of Central Ideas and Lines of Inquiry, ATL skills development, development of the IB Learner Profile attributes, learner agency, and the learner's aptitude to take action as a result of learning.

Information about student learning is gathered using a variety of strategies including observations, performance assessments, process-focused assessments, dialogues, and open-ended tasks. This information is recorded using a range of tools including rubrics, exemplars, checklists, anecdotal records, and continuums.

PYP Reporting

Students' development of knowledge, skills, conceptual understanding, action, and the Learner Profile attributes is reported in a written bi-annual progress report outlining where the student began, what the student has learned, and where there is opportunity to further develop learning. In the PYP, we acknowledge that school readiness is highly individual and that current skills in the PYP may not always reflect a learner's potential. We believe all children, under the right circumstances, can learn. To avoid grades becoming a tool for ranking or comparing students, or becoming self-fulfilling prophecies - rather than motivating growth or change - we refrain from grading knowledge and academic achievement of primary school learners in the PYP. Instead, we provide a written report outlining the academic development that took place over the semester as well as identified opportunities of growth.

An exception to this norm: Students in PYP 6, moving on to MYP or moving to a different school requiring grades for admission, will be given a report with grades upon request from guardians.

Methods to document the evidence of student learning and understanding can include video, audio, photographs and graphic representations. Teachers keep written records of conversations, comments, explanations and wonderings as well as annotated pieces of students' work that form part of a student portfolio. In the PYP a portfolio is seen as a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies

and reflection. The PYP portfolio is shared via Toddle. Effort, or a learners propensity for agentic learning, is reported on using the scale below.

Scale for Effort

O - Outstanding: Consistent and constructive participation in classroom activities, meets all ongoing work requirements and works conscientiously in a wide variety of situations. Always demonstrates punctuality, personal organization, and active involvement in classes. The student consistently demonstrates collaboration and initiative and always works to the best of her/his ability.

VG - Very Good: Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in a variety of situations. The student frequently demonstrates punctuality, personal organization, and active involvement in classes. The student is collaborative, occasionally demonstrates initiative and often works to the best of her/his ability.

S - Satisfactory: Generally participates constructively in classroom activities, meets ongoing work requirements and works effectively in normal situations. The student generally demonstrates cooperation, punctuality, personal organization, and active involvement in classes.

I - Improving: Limited participation in some classroom activities and meeting some work requirements, or has clear difficulties in some areas. The student demonstrates some limited capacity for punctuality, personal organization and active involvement in classes and ongoing work. The student is only able to demonstrate these skills with support.

N/A - Not Assessed: This outcome has not been introduced at the time of reporting and therefore has not been assessed. Or the student has not been able to get assessed, for example due to absence.

In order for students to demonstrate their true abilities, teachers must provide opportunities for more than one judgment to be made for each learning outcome before it is reported upon. To determine a level of achievement, teachers must gather sufficient evidence and use their professional and informed judgment as to whether the student is meeting the grade level learning outcomes. Factors which teachers may need to take into account when deciding upon a level of achievement is the level of support the student received from the teacher, assistant, and/or peers. In the case of group work teachers are expected to identify the achievements of individual students rather than provide one level of achievement for the whole group. Teachers have a responsibility to maintain records of achievement for all their students. Evidence of student learning is collected in the Toddle Journal which serves as an electronic portfolio.

MYP Assessment Principles and Procedures

- MYP assessment tasks should pay attention to developing the higher-order cognitive skills of synthesis, reflection, evaluation and critical thinking, as well as the more fundamental skills of knowledge, understanding and application.
- Assessment should be differentiated and vary in design to meet student needs.
- Assessment should be authentic, meaningful and put in a real-world context.
- Each criteria from IB, MYP's eight required subjects are assessed multiple times (minimum twice) during the school year.
- Teachers use the IB, MYP's Year 1, 3, or 5 criteria when assessing learners.
- Reported MYP grades are awarded according to demonstrated mastery of the published criteria on more than one assessment task.
- Criteria for formative and summative assessments are provided to learners before a unit is taught. This supports transparency in assessment practices and it enables students to facilitate and administer their own learning process (learner agency).

Determining Achievement Levels in the MYP

Achievement level on assessment is guided by prespecified criteria that are public and therefore offers transparency of the process. To give learners the opportunity to self-direct learning, teachers clarify what is required in an assignment in order to achieve a certain score before new, or additional, learning starts. Consequently, students are assessed on what they can do or understand, rather than being ranked against each other. Throughout the unit, students get feedback and feed-forward on their performance based on the criteria level descriptors. Teachers must gather sufficient evidence from a range of assessment tasks to enable them to determine the most consistent pattern and make a professional and informed judgment when grading student performance. Teachers should provide a variety of methods and they need to allow for student voice and choice in the assessment process and/or product.

Examples of assessment methods:

- Compositions
- Projects
- Essays
- Performances
- Presentations
- Research
- Formal 'tests'
- Exhibition
- Quizzes

MYP Reporting and Grading System

Reporting is the process of communicating the knowledge and understanding gained from assessment of learning. A written and graded report is produced for each semester in January and June. These reports reflect assessments made of four subject specific criteria. Each subject criterion has subject specific objectives. The criteria, although different from subject to subject, can roughly be categorized as assessing:

- Criterion A = Thinking and Knowledge Skills (understanding and analyzing)
- Criterion B = Organizing skills (investigating, developing ideas, organizing)
- Criterion C = Application and Communication skills (performing)
- Criterion D = Evaluating skill (critical thinking, reflecting, transferring understanding)

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature (Eng. and/or Swe.)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (German or Swe. B) *	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts (Visual Arts and Performing Arts)	Investigating	Developing Skills	Creating / performing	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance

Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
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* Language Acquisition is split in: 'Emergent level' (Phase 1 and 2), 'Capable Level' (Phase 3 and 4), and 'Proficient Level' (Phase 5 and 6). The phases are a more nuanced way to illustrate language development. Teachers will communicate what phase they are using with students and legal guardians.

Development is monitored by assessing learners on each criterion at least two times per year. Achievement levels for each criterion are aligned to students' developmental level. The following describes which criterion is used for each grade:

- MYP 1 is assessed as per IB's year 1 criteria
- MYP 2 = IB year 1 first semester, year 3 second semester
- MYP 3 = IB year 3
- MYP 4 = IB year 3 first semester, year 5 second semester
- MYP 5 = IB year 5

At ISK, we presently have composite classes. The teacher will assess at the discretion of his/her planning and objectives. Units that are co-taught will have similar content taught, but the teaching practices and the assessment criteria will be differentiated to suit varying assessment criteria.

Achievement levels of skill mastery and content knowledge are assessed using an MYP criterion rubric with a grading scale ranging from 1 to 8. More than one criterion may be assessed simultaneously.

- 0 = Not assessed or incomplete - the student was absent or did not complete any work
- 1-2 = Learning - students are learning about the content or skill but are limited in their ability to use it independently
- 3-4 = Practicing - students are practicing the content or skill and can demonstrate the skill when they have support
- 5-6 = Using - students are using the content or skill adequately and can demonstrate the skill independently
- 8-7 = Teaching - students are able to teach others the content or skill and evaluate how effective themselves and others are using it.

Final Grading/Reporting

Grading for MYP assessment is in accordance with the prescribed IB Grade Descriptions. Final grades are reported via Toddle and sent to parents electronically two times per year; in January and in June. Criterion A, B, C, and D grades, ranging from 0 to 8 in each subject add up to a 'Grade Boundary' score. The maximum achievement is 32 (4 criteria x 8). This score is converted into a final grade ranging from 1 to 7 (see chart below). A zero will be considered incomplete or not assessed.

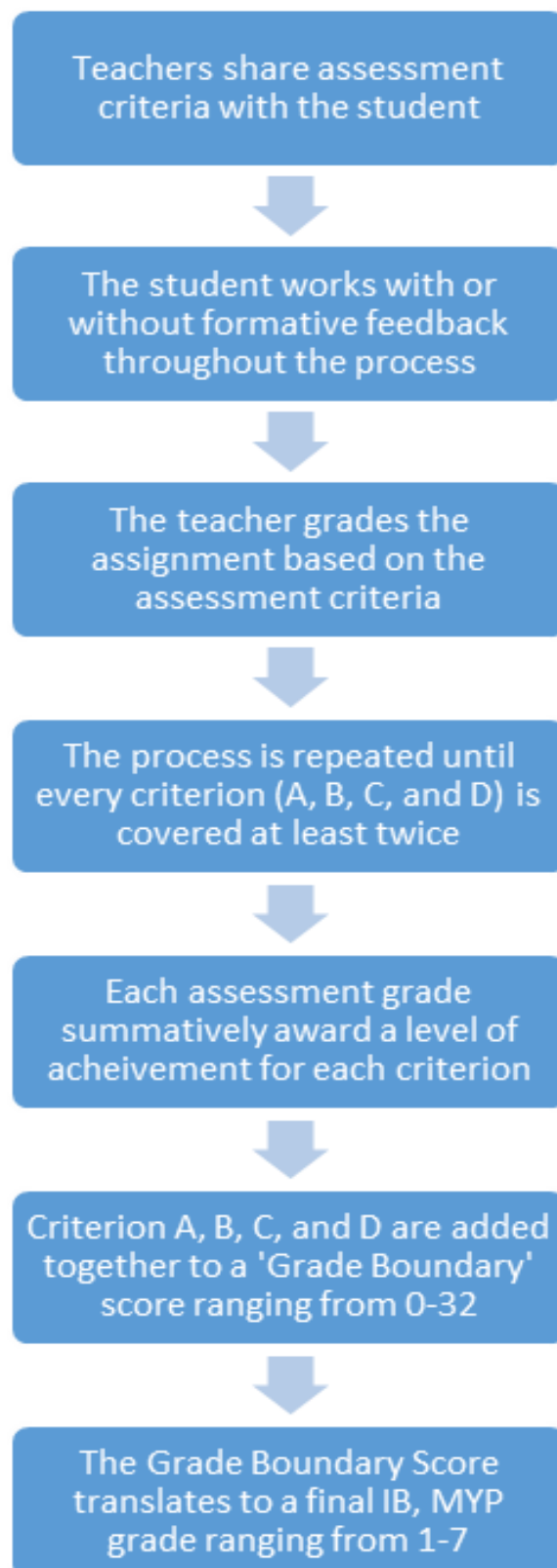
Grade Boundary (A+B+C+D)	Descriptor	Equivalent to MYP final grade:	Corresponds to Swedish grade:
1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	1	F
6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	2	E
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.	3	D
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.	4	C
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.	5	B
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.	6	A
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.	7	A++

Furthermore, ISK has three-way conferences (student-parent-teacher) in Semester One and a student-led conference in Semester Two to share learning achievements and assessment information. Additionally, teachers communicate learning through Toddle to inform parents in regards to their child/ren's progress.

PYP & MYP Reporting Timeline



MYP Assessment Process



Assessment Policy and the Learner Profile Attributes

The following IB, Learner Profile Attributes connect to this policy.

Knowledgeable: Assessment capability is the understanding of how to assess and understand one's progress, knowledge and understanding. IB learners strive to become assessment capable by learning strategies to assess for, as, and of learning and by seeking out feedback and feed-forward to inform teaching and learning choices.

Reflective: An assessment capable teacher and/or learner continuously reflects on own practices and, as a result, adjusts processes and strategies if and when necessary.

Balanced: Assessment is meant to support teaching and learning practices. If on the contrary, assessment becomes stressful or burdensome, teachers or students ought to adjust practices. MYP teachers share assessments and big projects on a school assessment calendar to ensure students' academic demands are balanced.

Communicators: Assessment communicates understanding and room for further growth.

Risk-takers: An assessment capable teacher or learner considers assessment as an informative practice and uses assessment data to analyze and identify where there is room to grow and further develop. Therefore, assessment is appreciated as a tool to direct and inform teaching and learning practices.

IB Standards and Practices

ISK is committed to the implementation of the IB 2020 Programme Standards and Practices. The following standards and practices are selected to inform the assessment policy.

Culture through policy implementation (0301)

Standard

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Approaches to assessment (0404)

Standard

Learning, teaching, and assessment effectively inform and influence one another.

Practices

Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP: Teachers document and analyze student learning over time to design learning experiences based on data. (0404-02-0111)

The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Students take opportunities to consolidate their learning through assessment. (0404-04)

The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

Assessment Policy as it Pertains to other ISK Policies

For cross referencing with other policies, please follow these links:

[KIG Admission Policy](#) - Read about how assessment may inform admission practices.

[KIG Language Policy](#) - Assessment communicates understanding. Read about how assessment is made available through adjustments and translanguaging strategies.

[KIG Academic Integrity Policy](#) - Read about how academic integrity practices are expected in all assessment practices.

[KIG Inclusion Policy](#) - Read about how assessment informs inclusive access to curriculum and how assessment offers insight in needs for adjustment in order to optimize inclusion.

Policy Review:

Draft Policy – Authored, PYP & MYP Program Coordinator (October, 2019)

Review – Full faculty (November, 2019)

Review – Pedagogical Leadership Team (January 2020)

Update - Program Coordinator and volunteer faculty members, 2022

This policy shall be reviewed on a 3-year cycle

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