



FAGERHAUG INTERNATIONAL SCHOOL

Standardisation Policy

Guidelines for Members of the
Primary- and Middle Years Programme

Policy implementation: February 2020, MYP

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1. The Purpose of Standardisation

Standardisation is the process by which teachers at FINT share their expectations and understanding of common criteria and standards with each other in order to improve the consistency of their decisions about student learning.

Standardisation helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.

Standardisation serves to ensure that teachers are accountable for accurate and consistent assessment of student work.

2. Internal Standardisation

Internal Standardisation is the process by which the assessments of a teacher are quality assured by another colleague(s) from the same subject or another subject group. It is the process where teachers share their understanding of grading criteria in order to improve the consistency of their assessments across classes and grade level. Internal standardisation takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria of the International Baccalaureate MYP.

3. There are two types of Internal Standardisation:

A. Teacher to Teacher Standardisation

- Teachers will arrange a face-to-face meeting to share a range of assessments that have been completed by their students.
- Copies of the work, devoid of comments and grades, will be brought to the standardisation meeting by the teachers involved.
- The sample of assessments must be reflective of the grade ranges produced by the students during this assessment task.

- The standardising teachers will use the appropriate rubric to grade the assessment tasks previously graded by their colleagues, and compare grades. It is important that none of the moderators are aware of prior grades awarded during the standardisation process or awarded by others participating in the standardisation process.
- A discussion will then take place on the results of the standardisation
- The entire process should transpire prior to the grades being published to students and formally documented.

Please note that if a course is delivered by a single teacher it is the expectation that the grading of assessments is still standardised according to the above protocols.

B. Student to Student Standardisation

Teachers empower students to grade their peers' work using the same process detailed above. Please note that Student to Student Standardisation does not need to adhere to the final bullet point of Teacher to Teacher Standardisation.

For student to student standardisation to be successful, it is important that students are:

- taught how to use criteria referencing
- guided carefully through the criteria
- provided with the guidelines for a best fit approach to criteria
- coached on the use and definitions of wording used in the criteria descriptors

Student to Student Standardisation is an important student-centered tool for learning. Teachers guide the standardisation between students and help them to develop their understanding of the assessment criteria and expectations.

Student to Student Standardisation has a direct, positive impact on teaching and learning as both teacher and student develop shared expectations and understanding of what quality work

looks like and what criteria define it. Both students' and teachers' assessment capability can be powerfully enriched.

4. Standardisation of Assessments

At FINT, MYP each course within a subject is required to set a minimum of one summative assessment for each unit. Teachers will use the Teacher to Teacher Standardisation method to internally standardise at least one assessment per semester. This should be done before progress reports cards are handed out to students in January and June.

5. Standardisation of Personal Projects

1. All performances will be recorded by the supervisor assigned to that student
2. All project material, built or created, will be submitted to the supervisor assigned to that student
3. All project reports will be submitted to the supervisor assigned to that student
4. All final scores will be reported by the Personal Projects Coordinator only when all standardisation exercises are completed and no inconsistencies are present.

Assessment Teacher groups will be preselected by the Personal Projects Coordinator. After the supervisor has submitted the first set of marks to the Personal Projects Coordinator. The Coordinator will then give the student projects to the preselected teacher groups to assess the projects for the 2nd set of marks.

6. The Benefits of Standardisation for Teachers

Making reliable and valid decisions across different points in the learning process is important, particularly when teachers teach common courses, publish learning updates and evaluations on student progress, or compare cohort data with historical information.

Standardisation ensures that teachers make consistent grading decisions over time.

Consistent and secure standardisation protocols used over time can prevent unreliability in grading in a number of ways:

- Applying the same standardised protocols ensures consistency across the MYP
- Allowing the creation of sets of exemplars that can become external references used each year for benchmarking different levels of student achievement
- Using the exemplars for teaching purposes with the students
- Sharing the exemplars with new teachers so they can quickly acclimatise themselves to the teaching standards within the school.

Teachers change over time, but the standard and consistency of assessment must remain consistent if transcripts and school reports are to remain valid.