Assessment Policy
IB-MYP

DE JOHAN WITT

**MAKEN WE SAMEN
STAAT MIDDEN IN DE WERELD
BIEDT UITSTEKEND ONDERWIJS**

Table of Contents

Creation and review of the Assessment Policy:

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Introduction

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague, the international city of peace and justice. The super diversity of the inhabitants of The Hague is reflected in the students of Johan de Witt. Our students have over 77 different nationalities. They all have different cultural backgrounds, come from different (socio-economic) environments and all have their own individual preferences. We believe our students deserve the best possible education. With the *Middle Years Programme* (MYP) of the *International Baccalaureate* (IB) we offer our students an international form of education.

At the Johan de Witt Scholengroep we offer three years of the MYP (MYP year 2-4) in a so called 'verlengde brugperiode' (the first three years of secondary education). This means that students with different school recommendations for secondary education (schooladvies) are in the same class for three years. Our aim is to help guide every student to the highest achievable and best fitting secondary education after three years in the MYP, whilst making them world citizens with the knowledge and skills to deal with the challenge and opportunities in society. We track our students progress by assessing them on different levels: we assess the learning of our students through the IB prescribed subject-group objectives using the MYP assessment criteria. In addition, we use the Dutch national criteria (SLO kerndoelen) and lastly, we use '*referentietoetsen*' to track progress in the core subjects (Dutch, Maths, English).

Mission Johan de Witt Scholengroep
Johan de Witt Scholengroep offers excellent education, so that every student can continue their way in society well equipped and with confidence.

Our education:
- Is of high quality.
- Is provided in a context-rich environment in which we learn and work together, with attention and respect for each other.
- Embraces and values differences.
- Matches everyone's needs, interests, achievements, and ambitions.
- Stimulates social involvement and actively contributes to (local) society.

IB Mission Statement
The international baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

In the assessment policy we strive to inform teachers, students, families, and staff at Johan de Witt about assessment in the MYP. The assessment policy is a derivative of our Johan de Witt wide assessment policy which can be found on the school website (www.johandewittscholengroep.nl).

MYP Assessment at Johan de Witt

Assessment in the MYP (MYP year 2 to 4) at Johan de Witt is aligned with the IB philosophy and assessment system. We assess the learning of our students through the IB prescribed subject-group objectives using the MYP assessment criteria, the Dutch national criteria (SLO kerndoelen) and '*referentietoetsen*' for the core subjects Dutch, English and Mathematics.

MYP Assessment Philosophy

At Johan de Witt student learning is assessed to determine students' level of understanding and establish a foundation for future planning, teaching, and learning activities. The purpose of assessment is to support and encourage student learning by providing feedback on the learning process and to enhance and improve the teaching process. Our educational philosophy aligns with the assessment principles outlined by the International Baccalaureate (IB), emphasizing that *"assessment is integral to all teaching and learning."*

Aims of MYP Assessment

Assessment in the MYP aims to:
- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance, and improve the teaching process.
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.
- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their inquiry set in real-world contexts.
- Promote the development of critical- and creative thinking skills.
- Reflect the international mindedness of the programme by allowing assessments to beset in a variety of cultural and linguistic contexts.
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.[1]

Characteristics of MYP Assessment

Our MYP assessments share some key characteristics (Clarke 2012):
- <u>Authentic</u>: It supports making connections to the real world to promote student engagement.
- <u>Clear and specific</u>: This includes desired learning goals, success criteria and the process students use to learn.
- <u>Varied:</u> It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- <u>Developmental</u>: It focuses on an individual student's progress rather than their performance in relation to others.
- <u>Collaborative:</u> It engages both teachers and students in the assessment development and evaluation process.

- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning.

MYP Assessment Criteria

Assessment in the MYP recognizes the importance of assessing not only learning products, but also the process of learning. Therefore, each IB subject group has different learning objectives and different criteria. Every subject group is divided in four (4) assessment criteria (table A). Throughout the year students get the support to improve on the different criteria. Each criterion consist of several strands (aspects or elements of subject-group criteria) and each strand is assessed at least twice every schoolyear.

The criteria for each subject group represent the use of knowledge understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Table A: MYP subject group criteria

Subject	Criteria A	Criteria B	Criteria C	Criteria D
Language and Literature	Analysing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending spoken text	Comprehending written text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Science	Knowing and understanding	Inquiry and designing	Processing and evaluating	Reflecting on impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-worlds contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiry and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting

MYP Assessment Criteria Rubrics

In the MYP we use rubrics to support learning. A rubric is a descriptive assessment tool that measures student's performance. In addition, rubrics provide students with a clear understanding of what is expected of them.

The IB subject group guides provide assessment criteria for MYP 1, 3 and 5 and are mandatory for IB schools. For our first-year students (MYP 2) we use MYP year 1 rubrics.

The second-year students (MYP 3) will be assessed according to year 3 rubrics and third-year students (MYP 4) will be assessed according to year 3 rubrics. The MYP-criteria based rubrics are holistic and offer general statements about student's achievement. To give students and teachers more specificity to the assessment task, teachers transform the MYP criteria-based rubrics through *task-specific clarification*. The task specific clarifications clarify what the descriptors mean as they apply to each criterion-assessed task.

Assessment Practices and Strategies

Formative and summative assessment

MYP-assessment focusses on the process of learning, not only on the final product. Therefore, students are assessed through both formative and summative assessment tasks.

The schoolyear is divided into four terms. Each term consists out of one unit of each subject group. To give students enough opportunity to show their learning, each unit offers at least one formative and one summative assessment task.

With **formative assessment** teachers monitor students' developing understanding and abilities throughout the unit and throughout each lesson. We make a distinction between small and formal formative assessment. Small formative assessment takes place throughout each lesson and is a way for the teacher to discover what students know while they're still in the process of learning it. It provides the teacher with information of which students are ready to move on and which need a different path. Teachers make use of different tools and strategies to get a better understanding of where the students stand in their learning process, e.g., feedback and feedforward on different learning experiences. Formal formative assessments are used at a certain moment in the unit to provide evidence of learning and help students to make the next step in achieving their potential. Teachers can assess formal formative tasks in different ways, for example by checklists, (MYP-criteria) rubrics or written feedback- and feedforward. Beside teacher-based assessment, students also can assess each other or themselves in the formal formative assessment tasks. Formative tasks help students to improve and work towards their summative assessment tasks. A formal formative assessment is done at least once every unit. The feedforward on the formative assessment will be posted on Toddle and is accessible for both students and parents.

Summative assessment takes place at the end of a unit (*toetsweek*). There are school wide fixed dates for the summative assessments, which can be found on the schoolwebsite. Summative assessments are authentic performances where students provide evidence of their understanding of the unit (not simply to recall factual knowledge) and mastery of the ATL's. GRASP-structures are used for the development of authentic assessment tasks. The GRASP-structure is a performance of understanding model, where educators think about the **g**oals of the task, **r**ole of the students, the **a**udience, **s**ituation or context, the **p**roduct and the **s**tandards and criteria for success. Teachers assess these tasks using the required MYP subject group specific assessment criteria. Summative assessments are designed to provide evidence for evaluation student achievement using required MYP subject group specific assessment criteria.

GRASPS-structure

GRASPS
Goal
Role
Audience
Situation
Product
Standards

Summative and formative assessments are closely linked, and teachers use their knowledge of MYP assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback in Toddle.

MYP Assessment Strategies

Strategies are the methods or approaches that teachers use when gathering information about a student's progress and learning. Tools are what teachers use to record this information.

A few examples of Assessment Strategies:

- **Observations**: all students are observed frequently and regularly, with the teacher taking a focus varying from wide-angle (for example, focusing on the whole class) to close-up (for example, focusing on one student or one activity), and from non-participant (observing from outside) to participant (observing from inside).
- **Performance assessments**: the assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and tasks. In these tasks, there are numerous approaches to problem solve and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
- **Process-focused assessments**: students are observed frequently and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesising evidence from different contexts to increase validity. Assessment data is then used to help plan teaching and learning opportunities.
- **Selected responses**: single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- **Open-ended tasks**: situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

A few examples of Assessment Tools

The assessment strategies listed above may be put into practice using the assessment tools included below:

- **Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in student work and then how to rate that work on a predetermined scale. Importantly, rubrics can be developed by students as well as by teachers.
- **Exemplars**: samples of student work that serve as samples of good practice. Generally, there is one benchmark for each achievement level in a scoring rubric.
- **Checklists**: these are lists of information, data, attributes or elements that should be present. A mark-scheme is a type of checklist.
- **Anecdotal records**: these are brief written notes based on observations of students.
- **Learning stories:** are focused, extended observations that can be analysed later.
- **Continuums:** these are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Community Project

The MYP provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement. Essential qualities for young people who are becoming global leaders. In this programme, the MYP community project takes in a central position. MYP community projects are student-centred and they enable students to engage in practical explorations through a cycle of inquiry, action, and reflection. Community projects help students to develop the attributes of the *IB learner profile*, provide students with an essential opportunity to demonstrate *Approaches to Learning* (ATL) skills developed through the MYP, and foster the development of independent, lifelong learners. Since the MYP ends in year 4 (year 3 within the Dutch educational system) at our school, the students must complete the community project at the end of year 4. Since we do not offer year 5 of the MYP, our students do not have to do a personal project.

The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

The aims of the MYP community project are to encourage and enable students to:
- Participate in a sustained, self-directed inquiry within global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning.
- Appreciate the process of learning and take pride in their accomplishments.

In the first and second year each student participates in one community projects. In the final MYP year each student participates in two projects. Students are expected to spend approximately 15 hours on their community project. The objectives of the MYP community projects encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge. Listed in the appendix are the objectives of the community project specifically.

Standardization

Standardization of assessment helps teachers to increase the reliability and consistency of the assessment information about student learning. The process of standardization of assessments is ongoing among MYP teachers at the Johan de Witt Scholengroep. The process of standardization is revisited by MYP coordinators at least once per year.

Promotion to the next year

The following requirements need to be met by students to be promoted to the next MYP-year:
- A complete final report. If a student does not participate or does not participate in a timely manner in the summative assessment tasks (including the *referentietoetsen*) their final report is incomplete

- Resits need to take place before summer break
- The final grade for Dutch, English and Maths needs to be at least a 4 (minimum of 15 points).
- Every schoolyear the student participates in at least one (1) community project. This must be completed with a pass (voldoende).
- At the end of MYP 4 (year 3) a determination will take place based on the Final Grades and the reference scores from the referentietoetsen.

All promotion criteria and student appeals procedures can be found in our 'overgangsnormen op- en doorstroomregeling' and 'examenreglement' and on the schoolwebsite (www.johandewittscholengroep.nl .

Feedback and Reporting

Reporting at Johan de Witt is aimed at providing regular feedback to parents on student's progress. Students receive feedback on both their formative and summative tasks. The feedback on formal formative tasks differs. Teachers can choose from a variety of options, like peer-feedback, self-assessment, checklists, rubrics, spoken or written feedback and feedforward. This feedback is always shared with students on Toddle. Summative assessment includes both MYP subject-group criteria rubrics and written feedback and feedforward.

Grading in the MYP

Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria). Each subject group is assessed across the four (4) subject group specific criteria (*Table A*). For each criterion within a subject group students earn a level of achievement on a scale of 0-8. The assessment numbers represent qualitative descriptions of levels of achievement (see appendices for an example). The level of achievement represents the students' ability and performance for that criterion and is not judged against the work of peers. The level of achievement students earn at the end of each term is based on a *"best fit" approach*. To determine the best fit the teacher reviews all the work completed throughout the term for a given criterion and determines the level of achievement that most accurately represents the students' ability at that time.

To arrive at a final grade at the end of the year, teachers add together the student's final achievement levels for all criteria of the subject group. Grade boundaries (1-7) are used to determine the final grade in each year of the MYP (see table B). The final grade combines all four criteria and indicates a holistic level of achievement in the subject group. For the final grade the best-fit approach is again used.

Table B: Final Grade Boundary Guidelines

Grade	Boundary	MYP general grade descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.

5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

The maximum score that can be achieved is 32 per subject (4 criteria x maximum score of 8 per criteria)

SLO-kerndoelen

Education in the Netherlands must meet certain requirements: the *SLO kerndoelen*. The SLO kerndoelen determine what students need to know and be able to do by the end of lower secondary school (onderbouw). To ensure the coverage of the national requirements (as well as international MYP standards) we also use the SLO kerndoelen when making our units and assessment tasks. The SLO kerndoelen of each subject group are covered in year one to three (year 2-4 of the MYP). The SLO-kerndoelen that are covered in a subject group can be found both in the unit-planners on Toddle and in the 'Program for Assessment in Lower Education' (Programma Toetsing Onderbouw) on the school website (www.johandewittscholengroep.nl). This program provides an overview of content of each unit (statement of inquiry, concepts, MYP-objectives, SLO-kerndoelen and type of summative assessment).

Referentietoetsen

At Johan de Witt we believe that it is important to keep track of the progress our students are making in the core subjects Dutch, Maths and English. We do this by assessing the progress throughout the year with so called *referentietoetsen*. The *referentietoetsen* test reference standards/foundation levels. To determine where a student needs to be the Dutch government has foundation levels for each transition point in a student's education (end of primary education, end of secondary education, end of vocational education). For our students we have decided upon target levels for each year in the core subjects. In year 2 to 4 of MYP the tests are taken four times a year. The tests are adaptive to the level of every student and ensure us that we can take the necessary interventions if students need further support in these core subjects (see appendices for target levels).

Formal reporting

Feedback on formative assessment is always shared with the student in one-to-one conversations with their teachers and on Toddle. The feedback on summative assessment is shared in the Progress Reports and a Final Report (see appendices for an example). Students will receive three **progress reports** during the year. This practice provides students and their parents with information about the students' learning journey and is an opportunity for reflection and setting new learning goals. The last report of the schoolyear is the **final report**. This report shows students' achievement on each assessment criterion of each subject group. All reports, progress and final, are discussed with students and parents in student-led conferences.

Students are also invited to participate in and/or reflect on the assessment of their work. After their formative assessment students reflect on the feedback with their subject group teacher and/or classmates to ensure learning. After their summative assessments students reflect on their achievement levels by discussing their feedforward with the subject group teachers and their tutor. Furthermore, students reflect on their ATL-skills and achievements during the preparation of student-led conferences.

Toddle

At Johan de Witt we use the integrated information system Toddle for gathering, recording, and reporting assessment information. The formative and summative assessment information is accessible to students, parents, and teachers. Toddle is the primary information system we use in the MYP.

Recording Progress

The school records students' progress in the following ways:

- Student progress concerning the MYP-criteria is recorded on Toddle. Every formal formative and summative assessment task is created on Toddle. Students hand in their work and receive feedback and feedforward on this platform. Toddle keeps track of student achievement. Progress reports and final reports are created in Toddle. All report cards are communicated with parents four times a year in student-led conferences.

- Student progress concerning national standards are assessed through *referentietoetsen.* The results are part of the progress reports and are discussed with students and parents in student-led conferences.

- The coverage of the national standards of all subjects (SLO-Kerndoelen) is recorded in the *PTO-boekje*. This is a document, available to everyone on the website of school, that gives an overview of content of each unit (statement of inquiry, concepts, MYP-objectives, SLO-kerndoelen and type of summative assessment). We do not record progress of the SLO-kerndoelen. This document serves as a checklist to make sure all national and IB standards are covered.

- Student attendance in school is recorded in *Magister*. This practical online platform is used throughout the entire school.

Sources

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Appendices

    1. Progress Report Example & Final Report Example

[Demo-Student 1 Progress-Report-(Voortgangsrapportage).pdf](#)

2. MYP community project objectives

MDT #CHANGEMAKERS

About MDT
MDT is a journey of discovery for young people to become the best version of themselves. It is an opportunity for young people to discover their talents, be meaningful, meet new people and make choices for the future. Their personal development and volunteering for others makes our society stronger. Within this ambition 3 key concepts are important, namely social impact, talent development and meeting each other[2] .

MDT in education
In education everyone is busy innovating, but how do you do this? Because of Covid the situation only seems to have become more challenging, or does it offer opportunities? MDT in education was developed together with the Ministry of Education and several school boards specifically for education. A large cross-curricular coat rack under which several curricular goals (of different subjects) can be hung, and citizenship is given a more concrete form.

#CHANGEMAKERS
This MDT project is about our young people. Everyone has (hidden) talents within them. Maybe someone is super social, incredibly creative or very caring. With all these different talents they can make a difference! In addition, we believe in: doing good is feeling good, so going the extra mile for others also makes you feel good yourself. In this changing world a lot is asked of young people. It is therefore important that, besides science subjects, there is room for personal development with attention and time for the individual. The focus is therefore entirely on personal development (looking at affective/social learning goals instead of cognitive ones). This is extra necessary and relevant during these Covid-times, and it strengthens mental well-being. In addition, the workshops ensure that young people face the future with more concrete handles on 21ct skills. Useful for your future, but also for now!

The workshops
In the overview below, you can find all workshops. Here you can see the theme, learning objective and time indication. The workshops can be molded with input from teachers.

During the workshops, we ask the attending teacher to take only an observing role. Before/after the workshop, students may be given a preparatory or final assignment. It would be nice if the mentor could remind the pupils of this during the next mentor lesson. Each workshop will indicate later whether it includes a preparatory or final assignment.

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[2] For all info check: https://www.zonmw.nl/nl/onderzoek-resultaten/jeugd/programmas/programma-detail/action-programme-social-service-time/

Summary overview

Kick-Start DAY 1 & Kick-Start day	2x half-day (trainers & mentor)
Skill Upgrade phase – Your Talent	1x2 hours (trainers)
Skill Upgrade phase – Network	1x2 hours (trainers)
Skill Upgrade phase – Project Management	1x2 hours (trainers)
Planning phase - Meet the changemakers	1x2 hours (trainers & mentor)
Planning phase - Escape Game	1x2 hours (trainers & mentor)
Execution phase - Prep phase day 1	1x2 hours (trainers & mentor)
Execution phase - Prep phase day 2	1x2 hours (trainers & mentor)
Execution phase - Prep phase day 3	1x2 hours (trainers & mentor)
Execution phase - Action day	1x half-day (trainers & mentor)
Closure phase – Reflection 1x	1x2 hours (mentor)
Closure phase – Ceremony 1x	1x2 hours (trainers & mentor)

3. Promotion Criteria MYP

| From	To	Promotion Criteria
MYP 2 (year 1)	MYP 3 (year 2)	1. To be promoted to the next MYP-year a student needs a complete Final Report. To receive a complete final report a student must participate in all summative assessment tasks throughout the schoolyear and all the *referentietoetsen**.
MYP 3 (year 2)	MYP 4 (year 3)	2. Makeup exam moments must be completed before the summer holidays.
MYP 4 (year 3)	Regular year 4	3. The final grade for the core subjects Language and Literature Dutch, Language Acquisition English and Mathematics is at least a 4 (minimum out of 15 points).** 4. Every schoolyear the student participates in at least one (1) community project. This must be completed with a pass (voldoende). 5. At the end of MYP 4 (year 3) a determination will take place based on the Final Grades, the ATL skills and the reference scores from the referentietoetsen.

*The reference standards are tested every period by means of method independent test such as Diataal and CitoVas. These results are taken into account in the promotion advice of a student.

** Reporting is based on four assessment criteria (0-8) in each subject area. We call the sum of the four ratings the MYPSUM (which ranges from 0-32). This score is converted to a Final Grade. The Final Grade runs from 1 to 7.

4. Targetlevels *referentietoetsen*

Reference Framework for Language and Mathematics

In 2008, the Reference Framework for Continuous Learning Paths in Language and Mathematics (Meijerink) was introduced. Subsequently, the Dutch government incorporated this reference framework into legislation, effective since August 1, 2010.
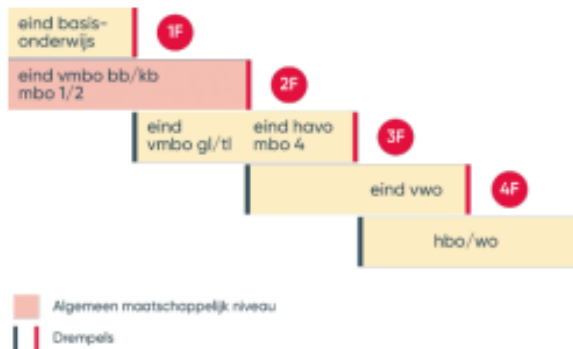
The proficiency levels for Dutch language and mathematics outline what students should know and be able to do. The reference framework consists of fundamental levels (F-levels) and proficiency levels (S-levels). The fundamental level is the basis that the majority of students should master, while the proficiency level is designed for students who can handle more advanced content.

The following final levels apply:
- Primary education: Level 1F
- VMBO, MBO-1, MBO-2, and
- MBO-3: Level 2F
- HAVO and MBO-4: Level 3F
- VWO: Mathematics at Level 3F and Language at Level 4F

Source: https://www.rijksoverheid.nl/onderwerpen/taal-en-rekenen/referentiekader-taal-en-rekenen

Proficiency Levels for Dutch Language
The proficiency levels for language encompass four main domains:
- Oral proficiency (conversations, listening, and speaking).
- Reading proficiency (including reading business and literary texts).
- Writing proficiency (such as writing an essay or a job application letter).
- Vocabulary list (knowledge of terms like vowel, noun, or proverb) and language care (correct application of language).

Proficience Levels for Mathematics
The proficiency levels for mathematics encompass four main domains:
- Numbers
- Ratios
- Measurement and Geometry
- Relations