Ambassador International Academy
Assessment Policy

Ambassador International Academy (AIA) - Mission Statement

Inspire our children to be passionate global lifelong learners through an enriched holistic international curriculum that encourages them to inquire and innovate while proactively contributing in meaningful ways to the world.

Vision

Ambassador International Academy is dedicated to creating responsible universal citizens who would be bright leaders of the 21st century by laying a superior foundation though quality education.

Our Values

Accountable for children's learning and development
Maintain quality standards across the entire organization
Broaden the horizons of our children's experience and knowledge
Attend to the child's individual learner potential
Safe and collaborative learning community
Sensitive to the needs of students of determination
Adopt modern instructional strategies
Documentation to make learning visible
Outstanding teaching and commitment to research
Relevant real world education aligned to the child's life experience

Introduction to Assessment

Assessment at Ambassador International Academy aligns with the requirements of the IB Primary Years Programme and the IB Middle Years Programme and information regarding our assessment philosophy, policies and procedures are communicated to the wider school community via our website and Managebac. Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process. Assessment data is analysed to inform teaching and learning. The International Baccalaureate Organisation (IBO) believes that assessment is integral to all teaching and learning and should support the principles of the programme through the encouragement of best practice.

The purpose of assessment

Effective assessment provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.

Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- Promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills
- Reflect the international mindedness of the programme by allowing for assessments to be set 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
- Provide information about how students learn and to determine what knowledge and skills they have acquired and understood
- Diagnose learning problems and student needs
- Ascertain that learning outcomes are alignment with curriculum objectives and goals
- Act as a feedback mechanism for curriculum development

PYP Assessment

Principles of Assessment

In line with the purpose of assessment outlined, the assessment philosophy at AIA is built around the following principles:
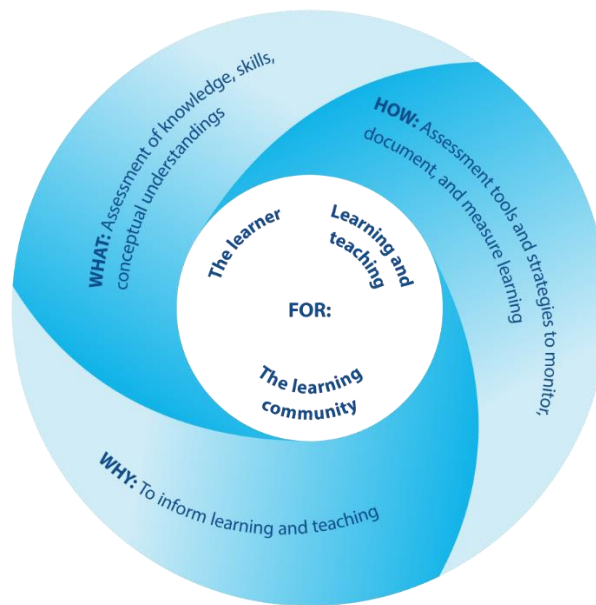
1. Assessment should allow students to:
- Have criteria that are known and understood in advance
- Analyse their learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Highlight their strengths and demonstrate mastery
- Learn in ways that the teacher did not foresee
- Be reflective and partake in self and/or peer evaluation
- Express different points of view and interpretations
- Be encouraged to be responsible for their learning
- Experience successful learning
- Perform at a higher level when challenged

2. Assessment should allow teachers to:
- Design learning activities, resources and student engagement, that are built around the assessment criteria in each subject
- Inform students in advance of criteria being assessed, the assessment task that are known and understood in advance
- Analyse their teaching and identify areas that need to be altered
- Highlight student ability and be able to differentiate teaching
- Offer feedback to parents on their child's performance

Characteristics of Assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).
- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** 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.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** 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 (Hattie, Timperley 2007) and raises students' motivation.

Developing Assessment Capability to Support Learning

All members of the learning community develop assessment capability (Absolum et al. 2009) to make the "tacit knowledge that is 'hidden' within the learner transparent, explicit and available" (Clark 2012).

Members of the learning community are assessment capable when:
- everyone is aware of, and understands, why and what to assess
- everyone is aware of, and understands, what constitutes quality
- there is a shared understanding of how to assess and what data is being collected, analysed and reported.
- there is a shared language for talking about assessment
- the assessment process is collaborative and inclusive of all members

https://inquiryintolearningblog.wordpress.com/2019/04/13/assessment-what-and-how/
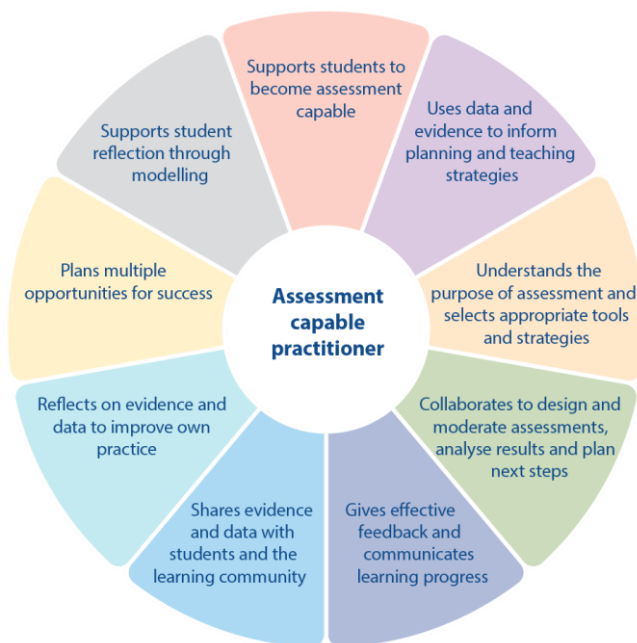
Expectations with regards to Assessment

Students should:
- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed
- Be aware of the weighting of each assessment in the overall assessment scheme
- Receive clear and timely feedback regarding the assessment outcome
- Be given advance warning on Managebac of any assessment for which preparation is necessary and be clear about the date of the assessment
- Be aware that failure to meet set deadlines could result in reduced effort and achievement grades

Teachers should:

- Agree to deadlines (paying attention to students' other workload) and give adequate time for the completion of out-of-class assignments
- Clearly define common assessment tasks within subjects for each grade level
- Record student progress aligned with the philosophy of the PYP and MYP
- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery, providing opportunities for students to participate in, and reflect on, the assessment of their work
- Use a variety of assessment tools to assess student learning
- Organise continuous assessment, over the course of the programme, according to specified criteria that correspond to the objectives of each subject group
- Follow the assessment schedule established by the PYP/MYP Coordinator and school administration
- Include open-ended problem-solving activities and investigations, organised debates, tests and examinations, hands-on experimentation, analysis and reflection
- Integrate ATL skills in assessment through a variety of tasks and projects
- Set tasks that are designed to stretch and challenge learners
- Provide task-specific clarifications for summative assessments
- Record and report student attainment and progress in alignment with PYP and MYP
- requirements and the AIA annual reporting schedule
- Use student performance as a feedback mechanism to modify the curriculum, if necessary

International Benchmarking Assessments:

Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) are aligned with the UAE National Agenda. TIMSS is held every four years and PISA is held every three years.

GL Progress Tests in English, Maths and Science are held at the end of each Academic year. GL CAT4 and PASS assessments are conducted as part of the admissions process and at the beginning of the academic year as per National Agenda targets.

Assessment Cycle at Ambassador International Academy:

The academic year at Ambassador International Academy is divided into three terms. Formative assessments are ongoing and are interwoven into day to day teaching learning process and gives feedback to the teachers about the students' learning and their teaching. Summative assessments are conducted at the end of each unit.
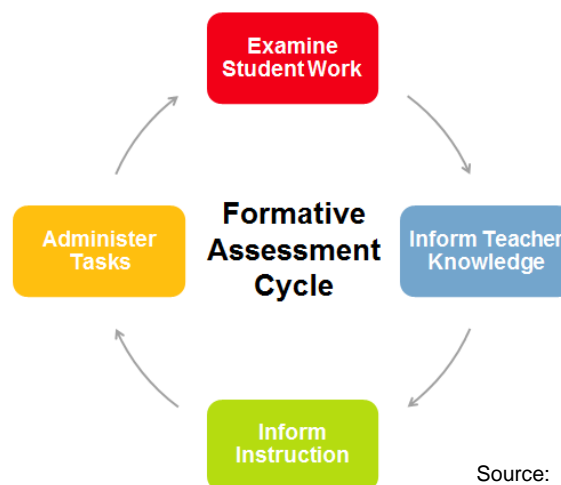
<u>The assessment component is divided into –</u>

- **Assessing** *(how we discover what the students have learned)*
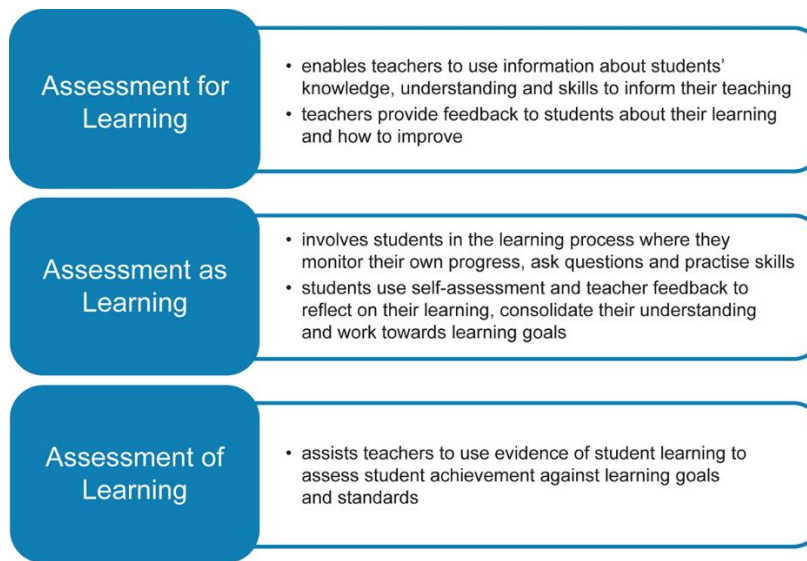
Formative Assessment (assessment for learning

Source:
https://cole2.uconline.edu/courses/333119/pages/formative-assessment-purpose-and-function

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive.

The following principles are followed in formative assessment.
1. Learning objectives are shared with students as part of everyday practice.
2. Students are given the opportunity to see and discuss examples of good work as model for success.

3. Students are given constructive feedback.

The teachers will devise different assessment tasks to suit the need of the unit and the learning objectives. A variety of assessment forms will be adopted such as -tests, quizzes, presentations, group discussion, assignments, debates, note taking skills, research papers, class participation, lab work, open book assignments, project work etc

Summative assessments (assessment of learning)

These are aimed at determining the level of achievement of a student at the end of the PYP Unit of Inquiry and at the end of each MYP unit. Summative assessment is an integral component which provides evidence for evaluating student attainment and progress.
- Summative assessment is formal.
- Summative assessment tasks should allow students access to all achievement levels in the corresponding criterion. Many of the highest-level descriptors open-ended tasks to facilitate this.
- Students are provided with task-specific clarifications including details of assessment format and criteria. This should be in student friendly language but does not replace or simplify the command terms used in bold by the IB.
- Summative assessments require standardisation prior to the administration of the assessment.
- In the MYP, summative assessments are based on IB subject-specific criteria but varied in form. For example, a movie may be produced instead of an essay. However, regardless of form, students are assessed against the same standards.
- In the MYP, summative tasks must address at least one subject-group objective appropriately. They must consider the requirements of Students of Determination.

Summative assessment tasks can be broadly represented by the following:
- compositions - musical, physical, artistic
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research
- performances
- presentations - verbal (oral or written), graphic (through various media)

-   Recording *(how we choose to collect and analyse data)*
Use of various strategies when gathering information about a student's learning and use of various tools to collect data and record

Assessment tools and	Rubrics	Exemplars	Checklists	Anecdotal	Continuums

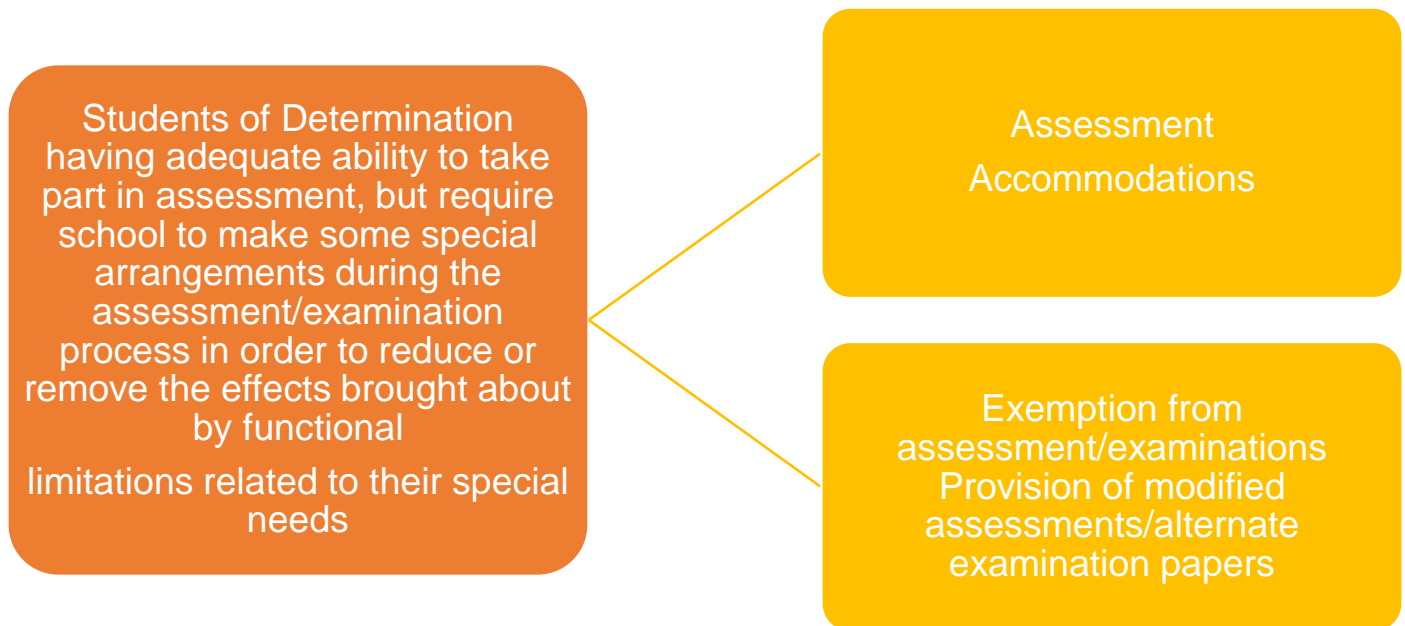| strategies				records	
Observations	✔		✔	✔	✔
Performance Assessments	✔	✔		✔	✔
Process focused Assessments	✔		✔	✔	✔
Selected responses		✔	✔		✔
Open ended tasks	✔	✔		✔	✔

- **Reporting** *(how we choose to communicate information)*

Assessment of Students of Determination

In general, all students, including Students of Determination, should participate in assessment as far as possible, so that teachers can understand their learning progress and to adjust the teaching accordingly. Appropriate assessment accommodations should be able to reduce or remove the factors that limit Students of Determination to demonstrate their learning outcomes in the assessment process, without changing the nature or content of the assessment, or creating an unfair advantage over other students. Through the accommodations provided, we enable students to have a fair opportunity to demonstrate the knowledge or skills they have mastered.

Unless necessary, we do not exempt students from participating in assessment. When deciding whether exemption should be granted, School refer to professional advice and the decision should be made by the Inclusion Champion in consultation with the Inclusion team, teachers, students and parents during case conferences or Individual Education Plan meetings.

Provision for special or modified assessments/examinations are based on the functional limitations which needs to be supported by the Informal & formal assessments rather than merely the special need categories they belong to:

Students of Determination having adequate ability to take part in assessment, but require school to make some special arrangements during the assessment/examination process in order to reduce or remove the effects brought about by functional limitations related to their special needs	Assessment Accommodations
	Exemption from assessment/examinations Provision of modified assessments/alternate examination papers

Please refer to the Inclusion Policy for more details regarding accommodations and exemption provisions.

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the product/s of inquiry and aims to support and integrate both.

The teacher records the details of inquiry initiated by students to look for an increase in the substance and depth of the inquiry.

The teacher will consider:
- If the nature of the student's inquiry develops overtime
- If students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects in many areas
- If students are demonstrating mastery of skills
- If students are accumulating a comprehensive knowledge base and can apply their understanding to further their inquires successfully
- If students are developing both independence and an ability to work collaboratively

Conceptual Understanding and Approaches to Learning

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore,

important that teachers allow for flexibility to monitor and document conceptual understandings over time.

Progress in conceptual understandings is evident when:

- the use of abstract concepts increases
- connections are made between multiple concepts to explore the central idea
- understandings are transferred to more complex contexts
- actions are informed and taken based on existing and new understandings of the central idea.
- Students increase their depth of understanding through adding to, expanding on, testing and adjusting their ideas. Strategies to support conceptual understandings include the following.
- Increase wait time strategy for students to answer questions so they can move beyond factual understanding to make connections and discuss deeper understandings
- Encourage students to use and add to concept maps to show connections and relationships between concepts.
- Use exit cards strategy for students to list their understandings of the concepts and questions they may still have.
- Use the bus stop strategy to post concepts around the learning space. Students individually or collaboratively record, challenge, expand or add their ideas using symbols or words as they move around the "bus stops".
- Provide opportunities for students to think in pairs or small groups to encourage deeper discussions.
- Ask open-ended questions: For example, "What do you think?", "How could you change the issue?", "What other alternatives are there?"

Supporting self-regulated learning

Assessment is a powerful tool to support lifelong learning. Whenever and wherever possible, teachers provide opportunities for students to practise self-assessing and self-monitoring so they can internalize their own learning and develop strategies to adjust their learning. To develop students' assessment capability, teachers:

- are mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy
- provide timely, specific and well-considered feedback that students can act upon
- provide students with opportunities to experience success
- challenge students to take risks to extend their learning
- challenge students when there are misconceptions or misunderstandings so they can self-correct
- support students in viewing mistakes as learning opportunities.

Students and teachers are actively engaged in assessing students' progress as part of the development of knowledge, conceptual understandings and skills. Recognizing that self-

regulated learning is not a fixed personality trait (Clark 2012) and that students learn in diverse, complicated and sophisticated ways, teachers call on a variety of strategies and tools to support assessment of students' work.

The Four Dimensions of Assessment

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.
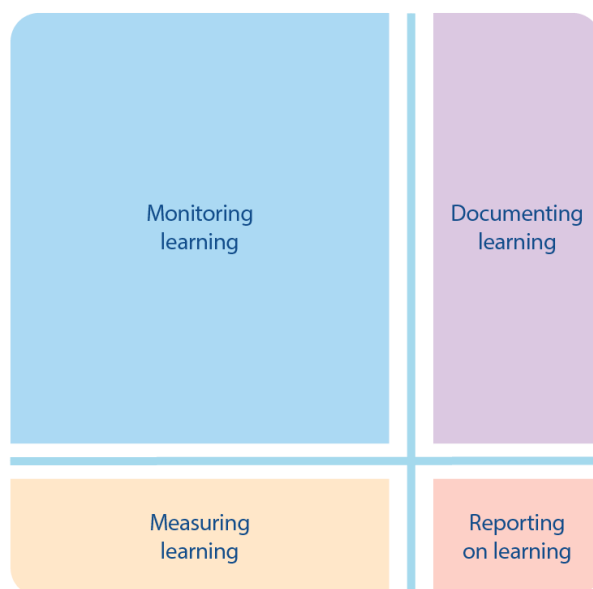
Monitoring learning
Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning
The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.
Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.
- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.

- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- Portfolios: A collection of artifacts that can also contribute to reporting.
- Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Analysing learning

Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence-based decision-making. The PYP supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

Teacher moderation

It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. Teacher moderation through professional discussions around student samples is an effective strategy.

After any documenting and measuring of learning is complete, teachers collaboratively ask further questions.

- Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
- What does a student's performance reveal about their level of understanding?
- Have any unexpected results occurred?
- How could the learning and teaching process be modified as a result of the assessment?
- Should any changes be made to the assessment design or procedure?

Reporting learning

Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear

information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders.

- Parent/teacher/student conferences
- Student-led conferences
- Reports
- Learning progressions
- Reporting may take many forms including conferences and written reports.

It would –
- Involve parents, students and teachers as partners
- Reflect what the school community values
- Be comprehensive, fair, honest and credible
- Be clear and understandable to all parties
- Allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

The exhibition:

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.
It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.
It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Parents are notified of student achievement and progress through email and during formal parent teacher meetings (PTM) four times in a year, once at the beginning of the academic year and then at the end of each trimester. In the PYP, students share their learning with the parents through Student Led Conferences. The school believes in regular and efficient communication channels between the school and parents.

Feedback Key:

Beginning	Developing	Achieving	Excelling

Reporting in PYP is completed through Managebac where parents have access to their child's reports.

MYP Assessment

- Assessment in the MYP is an essential component of the learning cycle. Students participate in self assessment and feedback is provided on the process in addition to the outcome.
- Regular internal assessment and reporting develop the students' and parents' understanding of course objectives and criteria.
- Assessment in the MYP is criterion based. Assessment tasks are designed which will allow students to demonstrate achievement according to the required objectives within each subject group.

What is criterion based assessment?

- Student work is compared to set standards (the assessment criteria and not to individual student work
- Each subject has four different criteria, as published in the subject guides, each with different strands which are the conditions that must be met for an expected result.
- Teachers organise continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group.
- Task specific clarifications[1] are prepared by the teacher for each assessment with respect to the criterion descriptors given in each subject area.

What is continuous assessment?

- Continuous assessment is implemented by teachers to determine the knowledge, understanding, and skills attained by students.
- Teachers administer assessments in a variety of ways during the programme to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are based on course content.
- Continuous assessment occurs on a regular basis during the school year and is part of regular teacher-student interactions.
- Feedback on performance in assessments provided by teachers allows students to recognize and develop skills they have not yet mastered.
- Continuous assessment enables teachers to identify which students are ready to move on the next skill or challenge and which students might need further support or intervention.
- The continuous assessment cycle ensures that all students can demonstrate progress in their learning and in doing so improve their academic achievement.

What are the benefits of Continuous Assessment?

- The diagnostic data provided by continuous assessment allows students to understand

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[1] Task specific clarifications are used to specify the assessment criteria. Each clarification is based on an MYP assessment criterion

their areas of strengths and to identify weaknesses which require further attention.

- Continuous assessment as a tool enables teachers to check the impact of the teaching and learning on their students. Teaching strategies can be modified to include intervention and/or remedial support for students who are working below expected levels as well as extension and challenge opportunities for those working at or above expected levels.
- Regular interactions between teachers and students allow teachers to identify the strengths and weaknesses of their students. The student-teacher relationship is developed further by teacher recognition of student achievement and the level personalized care in instruction. Student motivation and engagement in school is strengthened through this relationship.
- Through continuous assessment, teachers can assess the effectiveness of the written curriculum and of teaching methods as delivered in their subject area. Changes and adaptations can be made to ensure personalized learning. Information on progress of ATL skill progression and Learner Profile development is also obtained. Overall, continuous assessment allows students to take ownership of their learning by enabling them to track their own achievement and set their own goals.

Types of assessment in the MYP
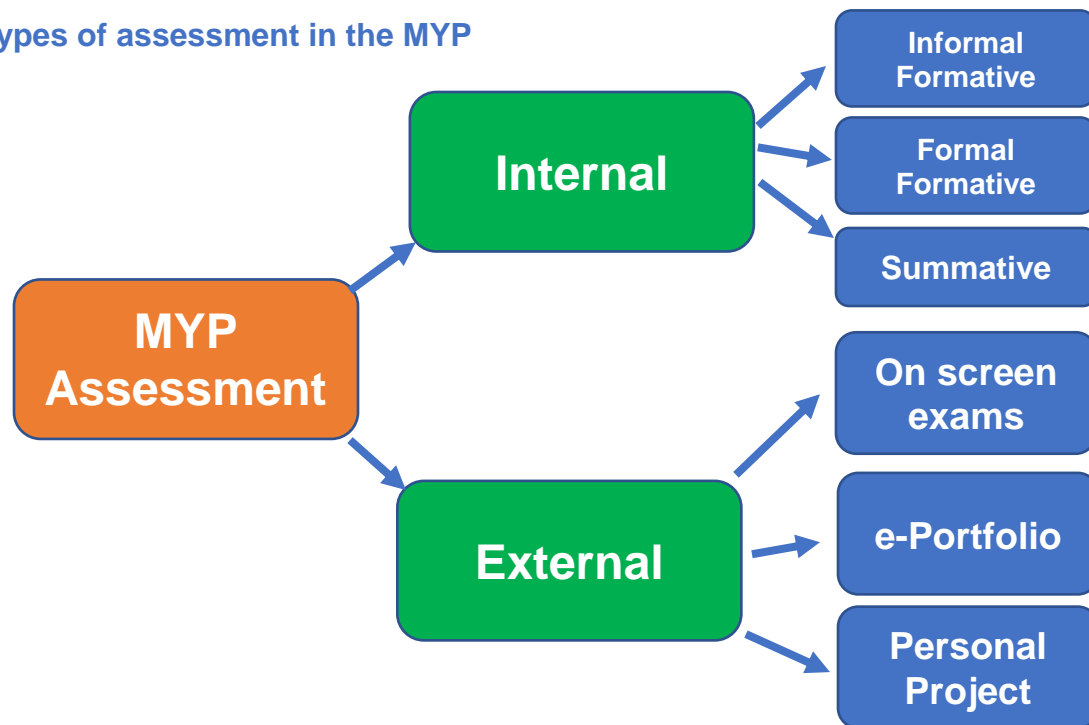
Internal (school-based) assessments

- The IBO sets objectives and assessment criteria for each subject area.
- Student achievement levels are based upon them meeting the criteria for that level.
- Regular staff training and internal moderation ensures staff apply the criteria accurately and consistently.
- Teachers utilise a variety of assessment tools, for example, written work such as objective tests, structured short answers and essays, stimulus/data response, coursework and projects or practical work such as knowledge and use of apparatus, identifying and

solving problems, construction of a hypothesis, testing, evaluations and analysis.
- All MYP teachers at AIA also informally assess individual student approaches to learning in a subject.
- Students are involved in both self-evaluation and peer-assessment. This helps students become familiar with assessment criteria.

Achievement levels for summative assessments

Assessment Criteria Overview

Assessment for all courses in all years of the MYP is criterion-related, based on four equally weighted assessment criteria. Subject groups must assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

MYP assessment criteria across subject groups is as follows:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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	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	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Each criterion has **eight** possible achievement levels (1-8) divided into **four** bands that represent *limited* (1-2), *adequate* (3-4), *substantial* (5-6) and *excellent* (7-8) performance.

- Each band also contains general, qualitative value statements called **level descriptors.**
- A student who does not reach a standard described by any of the descriptors will be awarded a '0' achievement level.
- Teachers use the grade descriptors to make **'best-fit'** judgements about student progress and achievement.
- Where teachers conduct more than two summative assessments, all grades will be used in deciding on the final grade, based on the professional judgement of the teacher and where the student is currently in their learning.

Recording assessment data

Teachers are responsible for recording assessment data for all their students. During academic year, teachers must record assessment data on Managebac to support their determination of an achievement level.

Teachers will consider all data when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an achievement level (1-8) as described within a criterion.

Assessment tools

The following tools may be used to collect evidence of student achievement in each unit.

1. **Anecdotal records**
   Brief written notes based on teacher observations of students. These notes help a teacher identify areas of understanding or misunderstanding.
2. **Continua**
   Continuums provide visual representations of learning development. They can be used to identify the next stage of learning which leads to a mastery of skills. They are useful when used for ATL skills because they can be developed by teachers from a range of grades and can be used across all subjects in all years of the programme.
3. **Samples of student work**
   Samples of student work can be used as benchmarks against which other samples are judged. Teachers could keep a sample of student work for each achievement level in an assessment rubric.
4. **Checklists**
   These are lists of attributes or elements that should be present in a particular response to a task. An example of a checklist would be a mark scheme for an examination.

Reaching a final grade for a student

In the opinion of the IB, is the teacher is best placed to judge which final level should be awarded to the student. Students will be awarded a grade using the MYP 1-7 scale. To arrive at this grade, teachers will total the final achievement levels for all four subject criteria out of a maximum

of 32. (8 x 4)

The table below shows how the final total out of 32 (for all assessment criteria) is converted into a final MYP grade on a scale of 1-7.

Grade	Boundary guidelines	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.

An example of how the final IB grade may be determined by a teacher is provided in the table below:

Criterion	Achievement Level in Assessment 1	Achievement Level in Assessment 2	Achievement Level in Assessment 3	Final Achievement Level	Grade
A	4	6	6	6 /8	
B	3	5	6	5 /8	5
C	2	3	5	4 /8	
D	4	5	5	5 /8	
Achievement total				20 /32	

Important:

- We do not use averages or percentages for determining the final criterion mark.
- Teachers determine the most appropriate level for each criterion. Where the original judgments for a criterion differ between summative assessments, the teacher must decide which level best reflects the student's final standard of achievement.
- The MYP grade boundaries are the same for every MYP subject with the exception of the grade boundaries for the external onscreen examination (please see information regarding External assessment below).

Value of 0 (zero) in MYP grading

- Teachers will do everything possible to help students reach their full potential in a task, assessment, or specific criterion. However, the pedagogical relationship is based on a partnership between home (student and parent) and the school and, success in a task, assessment, subject, or the MYP as a whole is based on the ownership and commitment from all stakeholders involved in the relationship. To this end, if a student has not submitted his/her work for assessment after being reminded and given extra time according to the homework policy, the student will be marked a 0 for the criterion being assessed.
- Since assessment in the MYP is criterion referenced, if a student has submitted work that is of poor quality and does not meet any of the descriptors of the criterion being assessed, he/she can be marked a 0 for that criterion.

Reporting Points (RPs), Current Achievement (CA) and Target Grades (TG)

The reporting schedule at AIA includes three reporting points (RPs) in each academic year. Students are awarded a final MYP grade out of 7 once all four criteria have been assessed.

Current Achievement (CA) is the visible level of attainment currently being shown by the student in the classroom. A single test result will not be the only basis for determining the CA. Teachers use their professional judgement, taking into account prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining.

The Target Grade (TG) is based on the CAT4 indicators and other assessment data. At AIA, the Target Grade is regularly reviewed to ensure that we provide sufficient challenge to our students.

Important Note:
It is commonly the case that raw attainment data can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are 'at risk' of underachieving are not picked-up. Empowering teachers to exercise their professional judgement and indicate the Current Achievement Level for the students they teach, should therefore more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning and attain in line with (if not above) their potential.

External (IB) assessments

Upon receiving authorisation, AIA will be able to register our Grade 10 (MYP Year 5) students for eAssessments. The following illustration shows the format of eAssessments that students will undertake.

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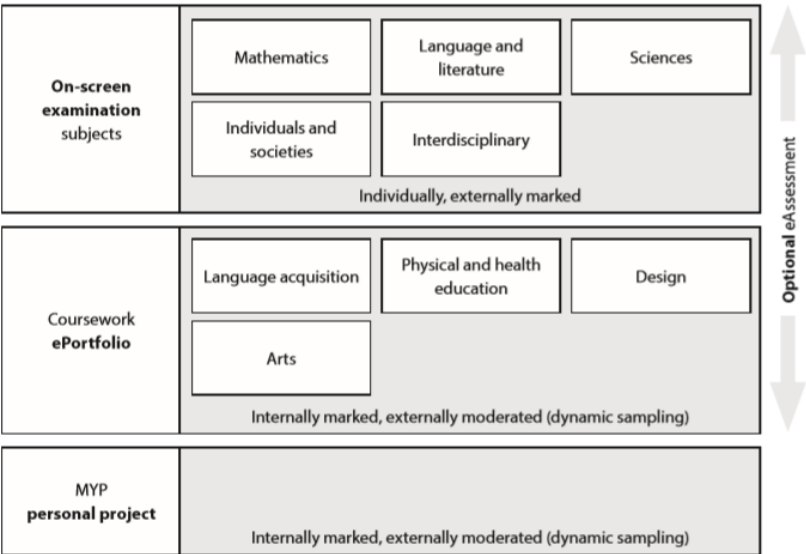
Onscreen examinations

The onscreen examinations that will be offered in the following subject groups:
1. Language and Literature: English A
2. Language Acquisition: French (from 2022)
3. Mathematics: Mathematics Standard and Mathematics Extended
4. Sciences: Physics, Chemistry, Biology
5. Individuals and Societies: History, Geography
6. Interdisciplinary exam

Notes:
- Each onscreen examination will consist of two or three tasks.
- One task will relate to, be inspired by, or derived from the IB-defined Global Context for the session.
- This will be the same for all types of assessment for the session.
- All on-screen exams will last for two hours.

ePortfolios

Upon receiving authorisation, students in Grade 10 (MYP Year 5) at AIA, will complete ePortfolios in the following subject groups:
1. Physical and Health Education
2. Design: Digital design
3. Arts: Visual Arts, Music, Drama

Notes:
- Students will prepare a portfolio of work between November and March of Grade 10. A typical ePortfolio summative assessment comprises approximately 20 hours of teaching time.
- The task will be based on a partially completed unit plan set by the IB. The Global Context and the Inquiry questions will be set by the IB and shared with students. However, the outcome of the task will be set by the school.
- All ePortfolios will be internally assessed and standardised by teachers within AIA and externally moderated by the IB.

The Personal Project

The Personal Project is an independent student project introduced to students towards the end of Grade 9 and completed in February of Grade 10. It is carried out with teacher supervision and reflects students' ability to initiate, manage and direct their own inquiry. The ATL skills developed in subject groups throughout the MYP programme will prepare students to work more independently to develop the Personal Project over time.

During the Personal Project, students will:
- decide what they want to learn about, identify what they already know, and discover what they will need to do/know to complete the project.

- create proposals or criteria for their project, plan their time and materials, and record the development of the project.
- make decisions, develop understandings and solve problems, communicate with their supervisor and others, and create a product or develop an outcome.
- evaluate the product/outcome and reflect on their project and their learning.
- demonstrate how they met their project objectives through a presentation or a report at the end of the project.

For the personal project, students are expected to document their process in the process journal. In this way they demonstrate their working behaviours, the application and implementation of the ATL skills throughout the process and academic honesty.

The project is internally assessed by a teacher supervisor and standardised with other MYP teachers within AIA before submission to the IB for external moderation.

Analysis of Assessment data at AIA

An important component of assessment at AIA involves the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process. In short, assessment data is an important tool which helps us to improve the learning of our students.

Assessment data analysis has helped us to improve our teaching methods and understand student learning styles. A comparison of our students to world standards by using standardised testing has also been extremely useful in understanding strengths and areas of improvement, for our students.

Student tracking tools help teachers to learn more about the past achievement level, accomplishments and areas of challenge for each of our students. It also helps teachers plan their lessons and understand the individual needs of our students as we aspire towards achieving their full potential.

Academic Honesty

This is the set of values that promote personal integrity and good practice in teaching, learning and assessment at AIA. All students are required to abide by the school (please see our Academic Honesty Policy which details academic misconduct).

For externally assessed work, it is important to remember that when a school, an examiner/moderator, or the IB Organisation establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organisation with statements and other relevant documentation concerning the case.

If no grade is issued for an assessment that contributes to a candidate's MYP Certificate, no

MYP Certificate will be awarded to the candidate (IBO. (2014) General Regulations, Middle Years Programme).

FURTHER INFORMATION

For further information about Ambassador International Academy, visit our website www.aiadubai.com

Review: July 2022

Next Review: July 2023

Sources:

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