

Assessment Policy

Ambassador International Academy



أكاديمية امبسادور الدولية
AMBASSADOR
INTERNATIONAL ACADEMY
INSPIRE INQUIRE INNOVATE

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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 through quality education.

Our Values

Accountable for children’s learning, overall well-being and holistic 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. (IBO,2018)

Assessment Philosophy **[MARKING AND FEEDBACK - Policy to Procedures.docx](#)**

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at various stages in the learning process. It is the means by which we analyse student learning and the effectiveness of our teaching. It acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. (Source: IBO, (2000) Primary Years Program Assessment Handbook.)

AIA mission is clear in where we seek to equip all our students to become lifelong learners by empowering them with skills, optimism and values to pursue their dreams and enhance their own and lives of others. Our curriculum gives teachers a coherent and effective plan for accomplishing this mission.

At AIA, Assessments of and for learning is an integral part of the overall curriculum design. This document outlines a philosophy and general expectations for faculty regarding assessment practices.

Assessments in AIA are based on the following aims of the IB:

1. Assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. Published results of DP/CP assessment (subject grades) must have sufficiently high levels of reliability, appropriate to a high-stakes university entrance qualification.
3. Assessment must reflect the international mindedness of the programme wherever possible, must avoid cultural biases, and must make appropriate allowances for students working in their second language.
4. Assessment must pay appropriate attention to build and monitor progress of higher order critical thinking related cognitive skills (discussion, evaluation synthesis, reflection), as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of formative and summative tasks/instruments/components that ensure all objectives for subjects that are assessed are met.

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.

AIA believes that assessment allows us to become a more impactful learning community specially as we use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of the teaching.

Decisions about targeting resources and support to the most pressing priorities and professional development needs are based on assessment outcomes.

- 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.
- Identify barriers to learning and student needs.
- Ascertain that learning outcomes are aligned with curriculum objectives and goals.
- Act as a feedback mechanism for curriculum development.

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 success criteria that are known and understood in advance.
- 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.
- Reflect on their teaching and adapt planning and learning as necessary altered.
- Highlight student ability and be able to differentiate teaching.
- Offer feedback to parents on their child's performance.



Characteristics of Assessment

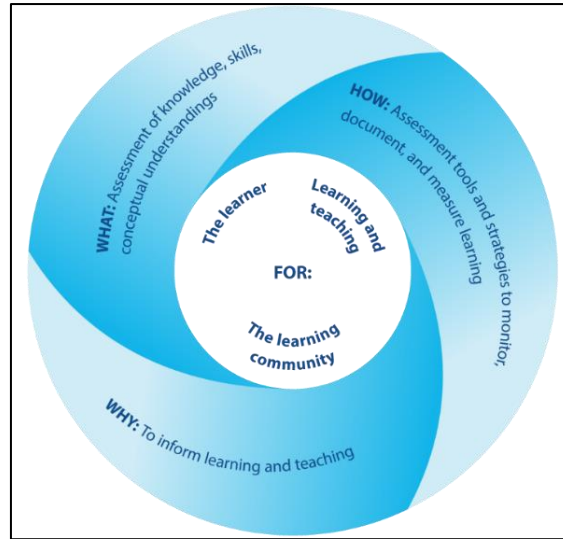


Figure 1: (Source: https://www.kjs.edu.hk/teaching-andlearning/?upm_export=print)

Highly effective assessment shares some key characteristics (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 and 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.

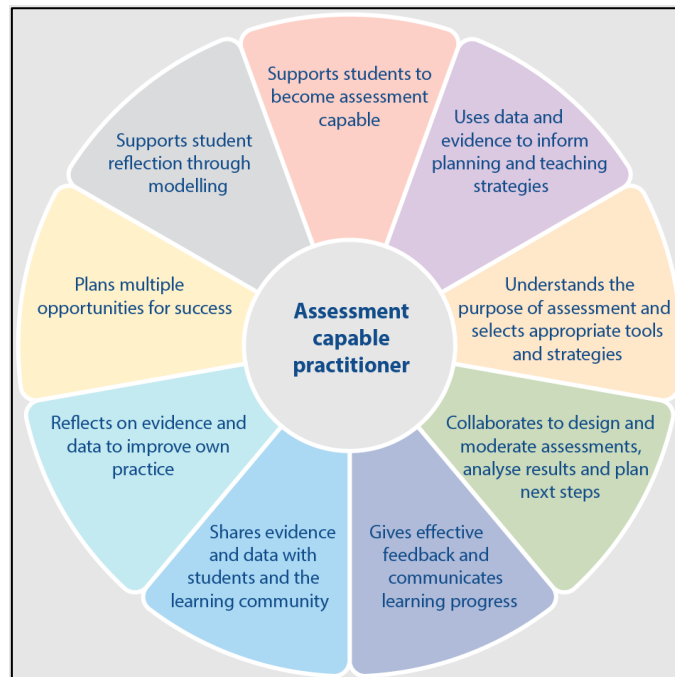


Figure 2 (Source: <https://inquiryintolearningblog.wordpress.com/2019/04/13/assessment-what-and-how/>)

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 intimation on Managebac (for MYP) 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 IB.
- 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.
- 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 Phase Coordinator and school administration.
- Use a variety of assessment tools to assess student learning - these could include questioning, open-ended problem-solving activities and investigations, organised debates, formative and summative assessments, 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 requirements and the AIA annual reporting schedule.
- Use student performance as a feedback mechanism to modify the curriculum, if necessary.

National and International Benchmarking Assessments:

Assessment name	Grade	Timeline
TIMSS	4 & 8	Every four years
PIRLS	4	Every four years
GL Assessments- Maths, English and Science	3-9 (Grade 6 PTS exempt)	End of term 3
KG GL Assessment (English, Maths)	KG1, KG2	End of term 3
NGRT	1-9	Termly

ABT	Arabic A – 3 - 10 Arabic B – 3 - 9	Termly
CAT4	3-10	October/Admissions
PISA	Age 15	Every four years

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.

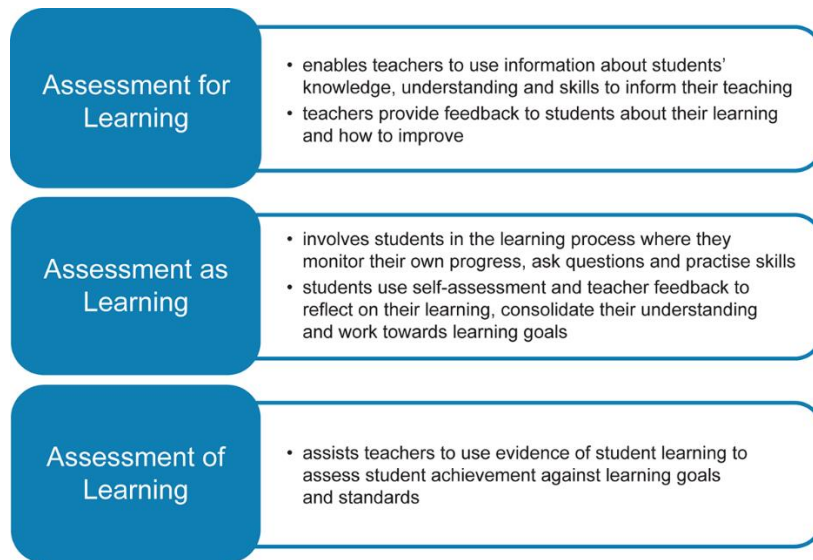


Figure 3: (Source: [https://www.behance.net/gallery/32320377/Assessment-for-learning-Confused-\(article\)](https://www.behance.net/gallery/32320377/Assessment-for-learning-Confused-(article)))

The assessment component is divided into –

- **Assessing** (*how we discover what the students have learned*)

Formative Assessment (assessment for learning):

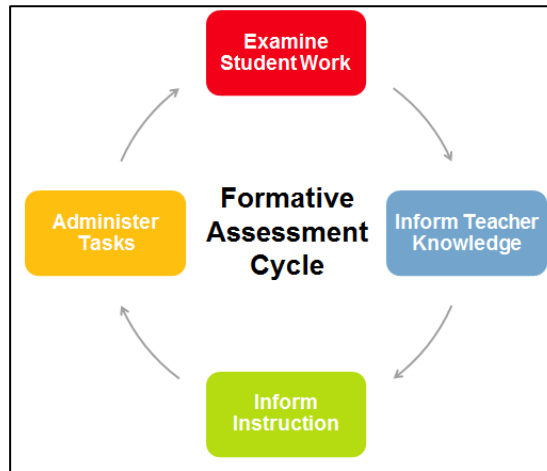


Figure 4: (Source: <https://cole2uonline.edu/courses/333119/pages/formative-assesement-purpose-and-fuction>)

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 a 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 use 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 strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process focused Assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓

Open ended tasks	✓	✓		✓	✓
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- **Reporting** (*how we choose to communicate information*)

Reports are sent to parents 3x per academic year, once per term. The reporting cycle is included in the school calendar. There are also 3 parent conferences each year (1 x 3 way conference, 1 x parent teacher conference, 1 x student led conference)

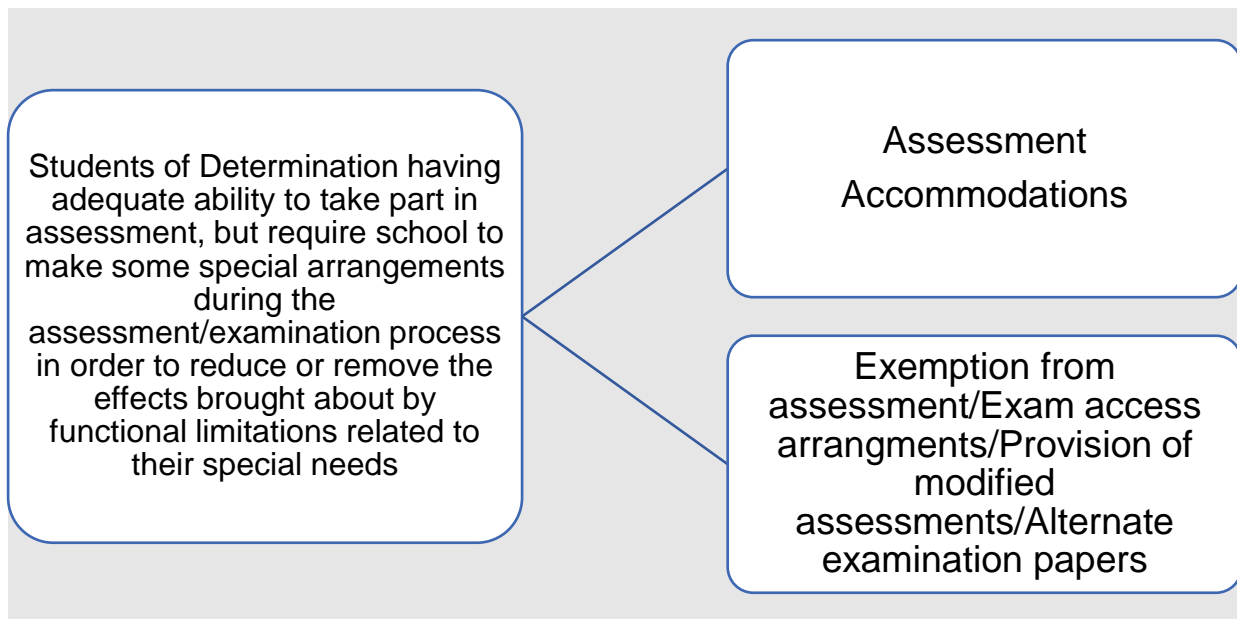
The aim and function of reporting is to communicate what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth and contributes to the efficacy of the teaching and learning.

Assessment for 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/exam access arrangements 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/exam access arrangements provided, we enable students to have a fair opportunity to demonstrate the knowledge or skills they have mastered.

Unless necessary, students are not exempted from participating in assessment. When deciding whether exemption should be granted, school refers to professional advice and the decision is made by the Head of Inclusion 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:



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

PYP Assessment

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the products 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 whether students are:

- developing their inquiry skills.
- able to utilise multi-disciplinary skills to solve real life problems.
- demonstrating the mastery of skills.
- accumulating a comprehensive knowledge base and can apply their understanding to enhance their inquiries.
- developing both independence and an ability to work collaboratively.

Conceptual Understanding and Approaches to Learning

Monitoring, documenting and measuring conceptual understandings focuses 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:

- connections are made between multiple concepts to explore the central idea
- understandings are transferred to more complex context
- 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 understanding 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 understanding
- 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 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 practice 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.

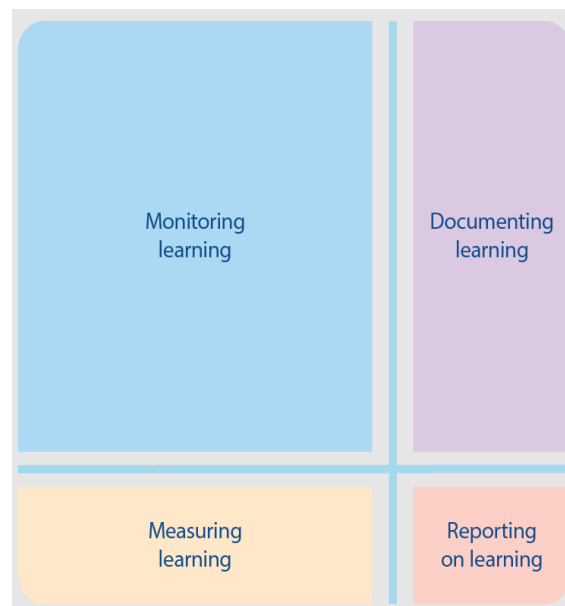


Figure 5 : Four Dimensions of Assessment

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 are used to provide further data to support a holistic perspective of student progress and achievement in learning.

Analysing learning

Teachers use multiple data points to evaluate student progress. They organize, aggregate and disaggregate data to derive information to support evidence-based decision-making. PYP uses the collaborative analysis of data for individual learners, specific student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides 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. These include teacher judgements, summative and formative assessments. Student participation is also included within the process.

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 and is included in the assessment cycle.

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

- Do learning experiences provide ample information to ensure that learning outcomes 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 provides clear information that is both informative of progress and attainment and identifies areas for development that support further student achievement. All communication is designed to be transparent and accessible for all stakeholders.

Parents are notified of student achievement and progress via email and during formal parent teacher conferences (PTC) three times in a year. These are published in the school calendar. 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.

This process include:

- Parent/teacher/student conferences
- Student-led conferences
- Reports

They,

- May involve parents, students and teachers as partners

- Will reflect the values of the school community
- Will be comprehensive, fair, honest and credible
- Inform future practise

The Grade 5 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 the essential elements of the PYP in ways that can be shared with the whole school community and beyond.

It provides teachers with a powerful and authentic process to assess 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 provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Assessment and Reporting Key Indicators:

1 – Modified Programme	2 - Beginning	3 - Developing	4 - Meeting	5 - Proficient	6 – Extended	7 - Mastery

(These are aligned to grade level curriculum expectations)

7	Mastery	The student is working beyond age expectations and is being assessed against, at least next grade level expectations.
6	Extended	The student demonstrates an outstanding understanding and application of expected knowledge, concepts and skills
5	Proficient	The student demonstrates a very good understanding and application of the

		expected knowledge, concept and skills
4	Meeting	The student demonstrates a good understanding and application of the expected knowledge, concepts and skills. This is the grade level expectation.
3	Developing	The student demonstrates an acceptable understanding and application of the knowledge, concepts and skills
2	Beginning	The student demonstrates limited understanding and application of the knowledge, concepts and skills
1	Modified Programme	The student is unable to access the learning outcomes, even with teacher scaffolding and support. The student is working toward modified learning outcomes.

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-related 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 clarifications¹ are prepared by the teacher for each assessment with respect to the criterion descriptors given in each subject area.

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

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 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

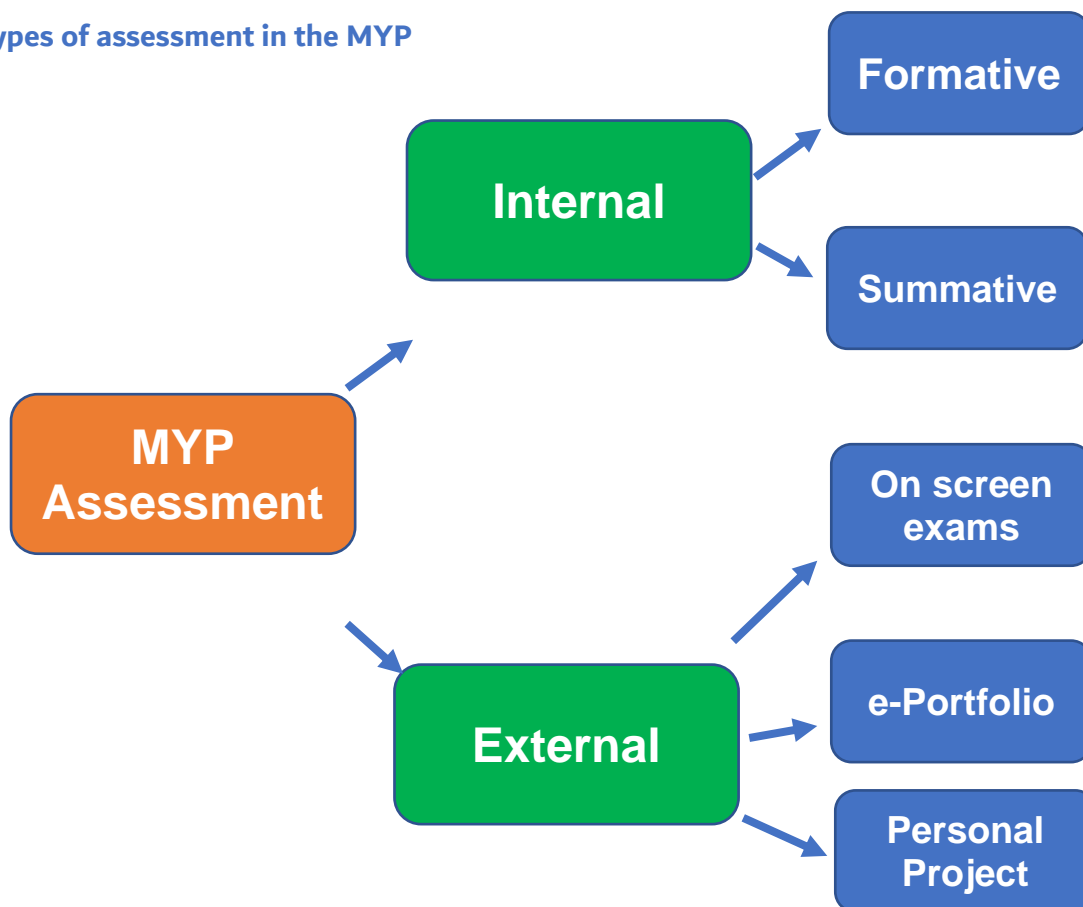


Figure 6 : Assessments in MYP

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.

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.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language & Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Writing	Speaking
Individual & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating Pattern	Communicating	Applying Mathematics in real life context
Design	Inquiry and analyzing	Developing ideas	creating the solution	Evaluating
Arts	Knowing and understanding	Developing Skills	Thinking creatively	Responding
P & HE	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary learning	Evaluating	Synthesizing	Reflecting	

Project	Planning	Applying Skills	Reflecting
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Each criterion has **eight** possible achievement levels (1-8) divided into **four** bands (1-2), (3-4), (5-6) and (7-8).

- 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 two or more summative assessments in a criterion, 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.

Teachers must ensure that assessments

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

Please note that the **MYP subject guides** provide more information on assessment tasks and their applicability to certain criteria.

By using a task-specific rubric (with **Task Specific Clarifications**) for each assessment criteria, students can use this towards understanding the expectations required. Given that the MYP-published assessment criteria are holistic, offering qualitative value statements about student achievement, the teacher develops task-specific clarifications to explain the task. Task-specific clarifications bring a level of specificity to the assessment criteria. However, each task-specific clarification will be based on the published MYP

assessment criterion.

Tasks and applicable rubrics should be provided for students at least a week prior to the due date.

Marked assessments, depending on their length, should never be returned later than a week following the date of submission.

Rubrics

IB has published the criteria and their descriptors for achievement levels in assessment rubrics. These rubrics are used for all summative assessments. It is the responsibility of the teacher to ensure that students have the relevant assessment rubric and clear task descriptions/directions for all summative assessments.

When applying the assessment criteria to a student's performance, the teacher will determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher will determine whether it is described by the second descriptor. The teacher will continue until he/she arrives at a descriptor that does not describe the student's work. The work will be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers will use their professional judgment in determining the descriptor that best fits the student's performance.

As a practice standardization of summative assessment takes place. This process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied for that particular course. In doing so, teachers ensure consistency and reliability of their judgments. Standardization is also required for teachers involved in the Personal Project.

The Academic Integrity policy will be followed, and if misconduct is suspected and/or detected it will be acted upon according to the Academic Integrity school policy guidelines.

Service as action - Students are engaged in meaningful activities related to service as action. These activities help students to become compassionate learners and more caring and responsible citizens. There are seven outcomes prescribed by the IB. Students keep in mind that they will need to choose one or more of the following outcomes, think about them while working on the activity. Next, they are required to reflect on them. These reflections are added by every student on manageBac and monitored regularly.

During their time in the MYP, students must meet and grow through all of these all seven learning outcomes.

1. Awareness: Become more aware of your strengths and areas for growth
2. New skills: Undertake challenges that develop new skills
3. Initiative: Discuss, plan and evaluate student-initiated activities
4. Commitment: Persevere in action
5. Collaboration: Work collaboratively with others
6. Global value: Develop international mindedness through global engagement, multilingualism, and intercultural understanding
7. Ethics: Consider the ethical implications of your act

MYP Grade 6-8 curriculum at AIA

The IB's Middle Years Programme (MYP) builds on the structured, student-centred and enquiry- based foundation laid in the Primary School. The curriculum framework of both the PYP and MYP uses content for all the subjects and is drawn from the best practices prevalent and subject to assessment practices as prescribed by the standards and practices mandated by the IB – MYP.

Language & Literature English	Mathematics
Language acquisition French/Spanish	Sciences -Physics, chemistry & Biology
Theatre/Visual Art/Music	Individual and Societies- History & Geography
Physical & Health Education	Design- Product Design & Digital Design

All students take all the courses in all groups except in Language acquisition, students choose any one language from French or Spanish.

This curriculum is approached through enquiry, developing what the students know into an exciting journey of knowing more stimulating the student's latent curiosity and honing the skills of research, expression, presentation and application. Students learn to share experiences, work in teams and transfer knowledge gained in one area to another, through cross-curricular projects and themes.

Each year, students in the MYP also engage in at least one collaboratively planned Interdisciplinary Unit that involves at least two subject groups.

MYP Grade 9-10 curriculum and assessment at AIA

For Grade 9 and 10, students are able to make subject-choices keeping in view their interests for Grade 11 and 12 and further studies. Students prepare themselves for an e-assessment which will take place at the end of Grade 10. E-assessment consists of on-screen assessments and e-portfolios. There is a balance of onscreen exam and e-portfolio. Onscreen exam is a time bound exam where students write their responses to questions by using laptops. It does not require any internet and responses are directly submitted to Ibo electronically. For e-portfolio, students work on project-based tasks with the help of teachers. Students are given 4-6 weeks to complete the project where final work is submitted to IB for external moderation after completing internal marking by teachers. In Grades 9 and 10, students will continue to participate in service as action and additionally do a Personal Project. They will also take an Interdisciplinary assessment. AIA offers a wide range of subject disciplines under each of the 8 subject groups.

Subject Group	Subject discipline	Assessment type
Language & Literature	English	Onscreen exam
Language Acquisition	French Spanish	On screen exam/e-portfolio
Individual & Societies	History Geography	Onscreen Exam
Science	Physics Chemistry Biology	Onscreen Exam
Design	Digital Design	E-portfolio
Arts	Music, Visual Arts Theatre	E-portfolio
Physical & Health education	Physical & Health Education	E-portfolio

Eligibility for MYP Certificate at the end of grade 10:

- Complete the on-screen examinations for a minimum of four subjects, one from each of the following subject groups: • Language and Literature • Language Acquisition • Individuals and Societies • Sciences • Mathematics

- b. Take the Interdisciplinary examination
- c. Submit at least one e-portfolio from any of the following skill-based subject groups: •
 1. Arts
 2. Physical and Health Education
 3. Design
- d. Submit the Personal Project
- e. Complete the school's requirement for Community Service

(Source : IBO (2014). General Regulations: Middle Years Programme)

The maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment. Students must achieve a total of at least 28 points, with a grade of '3' or higher in each eAssessment component (6 subject groups and 2 core subjects), to be eligible to receive the IB certificate.

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.

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.

Recording assessment data

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.

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.

- A student can attain a total of 8 points X 4 Criteria = 32 Points per subject which is then measured against pre-defined **Grade Boundaries** (See table below). This calculation is automatically done in ManageBac when teachers “Submit Term Grades”.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

- The Personal Project is now out of 24 (8 points X 3 criteria = 24) .
 - The new Personal Project guide (2021) states that, “The grade award process sets boundaries for the personal project for each examination session, with reference to real student work.” (p. 36)
- IDUs are also now out of 24 (8 points X 3 criteria = 24).
 - The new IDU guide (2021) provides optional grade boundary guidelines for school-based reporting thus:

1	2	3	4	5	6	7
1-3	4-6	7-10	11-13	14-17	18-20	21-24

- Each of the 8 subject groups, the personal Project (for grade 10s) and the IDU is therefore graded and reported on a 1-7 scale.

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)

There are two main principles in MYP assessment, and there are no big clashes between the two.

1. The "Most recent and most consistent/sustained" level is the principle by which you report the achievement level that the student constantly shows in each criterion. For example, a 6, 4, 4 tells it is a 4, or 3, 4, 7 would tell you that the student is somewhere in 3 or 4.

- When there is no pattern of highest sustained, teachers use the "best fit" approach, making a judgement on which level students fit best.

If the student shows a "most sustained" achievement pattern, teachers should use that to report an achievement level (for example a 6, 4, 4, 3 should be a 4, unless the teacher had an extremely good reason for anything else). If the pattern does not appear, teachers should use the "best fit" approach, determining which achievement level student fits best by using the evidence of student's attainment in assessments.

It is important to remember that:

- MYP assessment is not a mathematical calculation.
- Students should not achieve a group grade for group work, but an individual grade for their contribution.

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:

Value of 0 (zero) in MYP grading



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	5
B	3	5	6	5 / 8	
C	2	3	5	4 / 8	
D	4	5	5	5 / 8	
Achievement total				20 / 32	

- 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.

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.

DIPLOMA & CAREER-RELATED PROGRAMME Assessments

The primary purpose of assessment and evaluation is to support and improve student learning. As students have different learning styles, experiences and abilities, assessment and evaluation of their learning must be fair to all students, be varied in nature and allow students to demonstrate the full range of their learning. Assessment, teaching and learning are intertwined and interdependent, and focused on developing habits of the mind, critical thinking skills, 21st century life skills, knowledge acquisition and attitudes that will provide for success within the Diploma Programme, in college, and beyond. In addition, learning and assessment at AIA is largely criterion-referenced.

Process Mapping

Assessment plays a vital role in the education loop; it is used to establish where students are in their learning

and a descriptive and timely feedback is built in to make sure students are learning from practice.

During the IBDP/CP admissions process, for those admitted, student data for Grades 8-9-10 is mapped. Since students have formal interactions with the DP/CP Coordinators, teaching staff and guidance counsellors before the start of the new academic year, the strengths and areas of development for every candidate are recorded. For external admits, data from the MYP and (I)GCSE assessments are added to the records. Ex. This data is used by teachers as 'pre-assessment' for skills-based student induction and further lesson planning in subjects.

Learning support availed by students with 'inclusive' needs is also recorded to inform teachers who support them through differentiated instruction and assessment. This also helps obtain relevant accommodations from the IB. The Student Resource Centre and Diploma and Career-Related Programme Coordinator correspond with the IB to facilitate exemptions based on eligibility and concessions granted in their secondary school (Grades 9-10). Accordingly, inclusive arrangements are made during tests and examinations in conformity with prescriptions from the IB.

Focus Areas For Planning Assessments

1. Assessment reflects learning and is a process involving diagnostic assessment at the beginning of each learning cycle, formative assessments throughout, and summative assessments through regular tests and exams at the end of the academic term. Diagnostic assessment is the process of gathering evidence of students' knowledge, skills and understanding prior to instruction and is used to guide future teaching and tailoring programs to a particular student, or group of students. It is not used to evaluate student.
2. Learning goals and criteria for assessment are patterned on IB subject specific criteria and are in sync
3. with this assessment policy. Every teacher communicates these to students in advance in her/ his notes to students before each topic.
4. Teachers work with subject guides, Teacher Support Material (TSM) and resources collaboratively to determine appropriate criteria, achievement levels and to establish examples, exemplars and models of achievement. Professional development on assessment is provided to all teaching staff.
5. Students are provided with clear communication in advance along with examples/ exemplars of

different levels of achievement with respect to the criteria to assist them in understanding how to achieve excellence.

6. Assessment supports the development of classroom learning cultures which are learning
7. oriented (Assessment for Learning) rather than performance oriented (Assessment of Learning). Assessment promotes self and peer assessment and encourages risk taking.
8. Students are involved in the assessment process by learning how to self-assess their own work, assess their peers and set goals for improvement, more so as they progress through formative assessments.
9. 'Approaches To Learning' skills are assessed on an ongoing basis through various formative and assessment tasks.
10. Informal reporting of student achievement occurs throughout the academic year; formal reporting of student achievement occurs at regular intervals. Determination of grades for formal reporting primarily reflect student performance on summative tasks and reflect their level of achievement with a close eye on their recent levels of achievement at the time of reporting.

Types of Assessment

The IB Diploma Programme has four formal categories of assessment which are summative in nature, high-stakes and criterion referenced using rubrics established and reviewed on a regular basis by the International Baccalaureate:

- => Internal assessments in every subject
- => External assessments in every subject
- => End-of-term examinations in every subject
- => The Core comprising Extended Essay and Theory of Knowledge

The IBCP Diploma Programme also follows the four formal categories of assessment for the 2 DP subjects taken along with formal assessment of the Career-Related courses overseen by Pearson Education:

- => Internal assessments in 2 DP subjects

=> External assessments in 2 DP subjects

=> Pearson BTEC unit assessments

=> The Core comprising Reflective Project, Personal & Professional Skills, Language Development and Service Learning.

Assessment Tools

AIA USES A VARIETY OF TOOLS AND TECHNIQUES FOR FORMATIVE^[2] AND SUMMATIVE^[3] METHODS OF ASSESSMENT.

Formative assessment is the process of gathering information, by a variety of means, during the learning process, to identify knowledge, skills and understanding that students have at that moment in time and that they should be developing. It provides constructive and specific feedback to teachers and students on the nature of students' strengths and weaknesses aimed to improve learning. This evidence is not intended as a measure of each student's achievement and should not be used for determining a final grade except in circumstances when there is insufficient evidence from summative assessments.

Summative assessment occurs throughout a course and is designed to allow students to demonstrate achievement towards the course expectations. It forms the primary basis for establishing the report card levels of achievement. Summative assessment provides information about student achievement and is an accountability mechanism to evaluate teachers and schools.

TYPES OF ASSESSMENT CHOSEN ARE RELATED TO LEARNING GOALS AND ASSESSMENT OUTCOMES AND LINKED TO PURPOSE, VALIDITY AND RELEVANCE. THE RANGE OF ONGOING ASSESSMENTS AT AIA INCLUDE, BUT ARE NOT LIMITED TO:

- Class discussions
- Socratic seminars
- Data based questions
- Essays, written commentaries
- Experimental investigations
- Laboratory-based work
- Fieldwork
- Open book tests

- Group and individual oral presentations
- Historical investigations
- Individual oral commentaries
- Multimedia presentations
- Multiple-choice style quizzes
- Practice worksheets
- Simulations
- Portfolios
- Team based interdisciplinary project-based learning
- Reflection logs
- Writing mini research papers
- Sketchbooks
- Skits, performances, role plays
- Studio work
- Mind maps
- Exhibitions
- Poster presentations

Formative assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to inform and improve student learning. Formative Assessment data is used by students and teachers to reflect on, summarize, and evaluate student progress. Teachers must be able to assess their students in ways that allow them to demonstrate their learning and provide information to guide future student learning.

At AIA, this is integrated into the curriculum and woven into the teaching process as an integral part of instruction. It provides teachers and students with information about how learning is progressing. It helps the teacher plan the next stage of learning. Formative assessments at AIA promotes deep understanding of knowledge and skills through careful consideration of the types of tasks and feedback given. They include

structured observations of students and collection of work samples that are recorded. This evidence of learning is kept online using Google Drive and Managebac. Students are involved in the formative assessment of their own learning and that of their peers through feedback forms and formal and informal discussions.

Peer assessment requires a safe and collaborative learning environment, and care is taken by teachers at AIA to attempt this after briefing and discussion with the class.

Teachers provide students with frequent and qualitative feedback on formative tasks that aim to improve performance. Feedback given is positive in tone, providing encouragement, as well as constructive critique. Feedback may not include a grade, though occasionally a level or mark will be given as a diagnostic indicator and as incentive for improvement. Formative assessments usually do not conclusively determine the grade level, though they may in situations, when summative assessment data is limited. It is far more important that formative assessment correctly identifies knowledge, concepts, skills and understanding that students have developed, rather than accurately measure student achievement.

In criterion-referenced formative assessment, clear communication of assessment expectations is key. If appropriate, students are involved in development and wording of criteria, checklists, and rubrics.

Summative and formative assessments are linked, and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

Summative Assessment

Summative assessment occurs at the end of a teaching/ learning cycle when students are given the opportunity to demonstrate what they have learned by applying knowledge and skills in varied contexts. Summative assessments are a means to gauge, at a particular point in time, student learning, relative to pre-defined criteria communicated to students prior to and during formative assessments. Summative assessment is used as part of the grading process. IBD/CP teachers conduct about three summative assessments in a term based on assessment objectives listed in the subject guide aligned with skills stipulated in the grade descriptors. Explorations/ Investigations/Internal Assessments actively are used as summative tools to demonstrate learning against particular criteria in semesters two and three. Examples of summative

assessments include, but not limited to:

- Tests, exams
- Lab reports
- Research papers
- Essays

Tests are designed to measure a range of skills spread over each term and must be corrected and returned within a week of the test date with detailed, actionable feedback to students. A mark scheme must be handed over to students along with written feedback on the assessments. Individual student queries and individualised enrichment work is addressed through one-on-one meetings.

Timing, type, scope and format of each summative task must be clearly communicated to students ahead of time by teachers. The D/CPC's send out the test schedule in advance. Rubrics, examples, exemplars and practice assessments should be distributed and discussed prior to execution of summative tasks. Clear rubrics and examples of student work of varying kinds and degrees of quality are very important, as is continual discussion on the subject within departments and within the school. Self-assessment of summative tasks should be included if possible and applicable.

For the IBCP, BTEC element, summative unit assessments are produced and moderated by Pearson Education. Administered and assessed internally, moderated externally by Pearson.

Summative assessments include end of term examinations. It is strongly recommended that term end examination papers are patterned on, but not directly lifted from, past IBD exam papers. Careful thought must be given to the planning of end of term exam papers. Academic Team Leaders guide this process so that internal exams are aligned with the final IB examinations.

All grading, assessment and judgment should be based on evidence and not be subject to any form of bias. Equity requires meeting the needs of all students, including those who have demonstrated learning challenges.

Balancing Formative and Summative Assessment

By its very nature, formal assessment is summative assessment, designed to record student achievement at, or towards the end of, the course of study. Formal assessment describes all those externally examined and internally marked assessment instruments that are used to contribute to the students' final IB qualification.

By its very nature, formal Diploma Program and Career-related, BTEC assessment is summative assessment, designed to record student achievement at, or towards the end of, the course of study.

This range of student performances culminates in a final subject grade (on a scale of 1 to 7) guided by the grade descriptors. Primary decisions in marking and grading are based on the judgment of student performance against expected standards (grade descriptors, criteria). In a Language and Literature class, for example, one academic term might concentrate on analysis of poetry, effective essay construction and how to contribute effectively to class discussions. Formative assessments might include short analysis of poetry, feedback on many sections of an essay (formative), a Socratic seminar. Summative assessment may include oral commentary on an unseen poem, final draft of the essay, as well as the final exam. This example typically encompasses knowledge and skill acquisition planned for a term.

The Career-related, BTEC assessment is summative assessment and culminates in 3 final unit grades (on a level of pass, merit and distinction) guided by the grade descriptors. Decisions in marking and grading are based on the judgment of student performance against expected standards (grade descriptors, criteria).

Criteria for Designing Assessment Tasks

The following analytic rating scale provides a guide to ensure that important elements are included in assessments. It also provides an indicator of the extent to which each element is present.



To what extent does the performance assessment:	Fully	Partially	Not at all
a. establish clear criteria for assessing student learning related to specified learner outcomes—these criteria form the basis for evaluating and communicating student learning—involving students in developing criteria is encouraged			
b. assess student performance on high priority and relevant outcomes—what is important for a student to know and be able to do is based on student learning needs and interests together with the priorities of the community, school and jurisdiction			
c. establish a meaningful, real-life context (based on issues, problems, themes and/or student interests)			
d. require the application of a range of thinking skills or processes			
e. contain age- and grade-appropriate activities that are sufficiently challenging			
f. provide students with a meaningful/real-life role			
g. call for products or performances directed to a specific audience			
h. allow for more than one right answer			
i. elicit responses that reveal levels of performance rather than simply correct or incorrect answers			
j. provide for students of varying ability levels to successfully complete tasks			
k. provide for purposeful integration of subject areas			
l. provide clear directions for students			
m. engage students so their interest and enthusiasm will be sustained			
n. merit the time and energy required to complete it			
o. provide an evaluation rubric matched with the criteria			
p. provide students with the criteria and opportunities to reflect on, self-evaluate and improve their performance?			

Figure 7: (Source: IBO (2007). Assessment, Alberta Learning)

Homework and Workload Management

Homework is given to support or demonstrate learning and can consist of reading, studying material, watching films/documentaries, as well as formative assessments. There is no expected amount of homework, but the anticipated maximum amount of homework for HL courses is four hours per week, and for SL classes is two hours per week. This is usually split equally between studying material and writing assessment tasks. Teachers populate the workload sheet and the DP/CPC keep track of this to ensure that workload stays within manageable limits.

Substantial assignments, including tasks published on the IB timeline, should be spread over time, not given

at short notice. At least a week or more can be allowed for these.

Following up on work done in class to pursue a line of study **individually** and without immediate guidance of the teacher is crucial to a student's academic development. Homework should:

1. Allow for practice, consolidation and be an extension of work done in class and help prepare for future class work.
2. Develop skills of using other learning resources including ICT, libraries and flipped classrooms.
3. Develop self-discipline, regulation, study techniques, time management skills and ability to meet deadlines.
4. Provide parents with information and the opportunity to support children's learning.
5. Allow students to complete Internal Assessment related tasks required by the IB
6. Only effort grades should be given for homework. However, Internal Assessments given to DP students will be assessed against the set criteria according to Board regulations and will contribute to a student's summative grade in accordance with the department/ school policy.

Homework guidelines in the Diploma, Career-Related Programme

Caution must be taken not to set homework that takes far in excess of the following stipulation, as IBDP students study six subjects and are deeply engaged in CAS, Extended Essay and TOK, so demands on their time are considerable:

IBCP students study 2 DP subjects, BTEC extended Diploma, Personal & Professional Skills, Language Development, Service Learning and Reflective Project, so time demands are also a key consideration.

- Students must be encouraged to develop time-management skills, the ability to prioritize and good work-habits. Part of this routine could include regular filing, note-making, reading of relevant texts and preparation for future lessons.
- It is necessary for students to block larger units of time on weekends, in order to complete review, practice and their internal assessment related tasks.
- In Mathematics, 'tutorials' are assigned. These should be limited to a maximum of 30 minutes per day,

to consolidate work covered and lead on to next steps.

- Complex assignments must be introduced through lessons and substantial explanation of expectations should be undertaken in class with feedback from the teacher. Complex tasks must be guided by teachers and not be set as homework only.

Timelines and deadlines

Summative tasks, due to their importance and frequency, must be calendared by the Diploma Programme and Career-Related Coordinators at the beginning of each term. This calendar must be communicated to students, parents and faculty. Students are required to submit both formative and summative tasks on or before the due date. These dates are considered non-negotiable 'firm' dates.

Some flexibility can be given in case students have compelling co-curricular engagements that conflict with these dates. Extensions for submission of assignments are based on individual circumstances and should be worked out with the coordinator. Lateness, plagiarism, and non-submission of assessments will have consequences. If a student fails to submit work by the due date, there will be consequences depending on the nature of assessment: no feedback may be given, which ultimately may affect learning and performance; effort grade for organization and ability to meet deadlines will be affected; the student may be asked to withdraw from co-curricular commitments or have to make up the work post-school hours until the assignment is complete. If work is still not submitted, consequences will escalate. The report card may indicate "unable to assess, work not submitted" to reflect the fact that insufficient assessment data exists to make a fair evaluation of student performance.

Work submitted that does not meet the standards for academic honesty will not be assessed.

Exams & the process for the standardisation and moderation

The purpose of an exam is to assess knowledge, understandings and skills relevant to the syllabus covered during the grading period and to give students experience in preparing for and taking large summative formal assessments. They help teachers arrive at an accurate end of term grade.

1. Syllabus tested in the term examination should match the curriculum prescribed in the IB subject

guide, scheme of work and what is taught during the term.

2. Subject staff collaborate prior to assessments to establish and record a common understanding about the criteria, expectations, rubrics and standards of assessments to ensure a consistent student experience.
3. There should be alignment in the pattern of questions between class tests, revision and examinations so that students are aware of format/approach in term examinations. In order to predict student performance in board examinations, term examinations should be aligned with IB board examinations in terms of types of questions, approach and format. Term examinations should reflect choices, percentage distribution of AO's and alignment with mark schemes given in final board examination papers.
4. A mark scheme should be created for each test/assignment/term exam for which an achievement or exam grade will be awarded. Question papers, along with marking schemes, should be submitted to the Academic Team Leader or another colleague teaching the same subject, prior to the examination for review of content, alignment and quality. Once the Team Leader has approved the question papers, they will be forwarded to the Programme Coordinator for further processing.
5. Mark schemes that include an answer key for objective questions and a listing of key points to be included in written responses **MUST** be submitted by teachers along with the exam papers.
6. For each subject area, prior to term examinations, it is suggested that tests should include questions equivalent to 20% of the total mark related to content studied earlier in the term whenever possible to promote better long-term retention. The second term examination should also include work from the first term.
7. For students requiring inclusive arrangements, concessions given as per the regulations of the examining IB board are applicable to all summative tests and examinations.
8. Post assessment moderation takes place in 2 stages. Initially subject staff collaborate to align and establish grading practices amongst all markers. Stage 2, once all assessments have been marked, markers submit a sample covering top, middle and lower achievement level assessments that are the cross marked to ensure consistency in grading.

Preparing students for end of term examinations

1. Syllabus to be covered by the term examination should be communicated to the D/CPC's and students at least three weeks prior to the examination. Students should be informed of content, learning outcomes, AOs and skills that will be assessed.
2. The week (five school days) immediately prior to the term examination should focus on revision of syllabus prescribed for the examination. To help students focus on topics already taught, teachers should not teach any new topics or conduct any class tests or ask for student submissions during the week preceding the term end examination.
3. Teachers should provide students with strategies for revision.
4. Teachers should ensure that students are familiar with the style and pattern of the exam paper(s). It is also recommended that teachers work with students on exam-taking strategies (e.g. use of reading time, interpreting and analysing questions, making appropriate choices, time management, use of command terms, etc.). Students should have precise information on what materials (e.g. calculators, dictionaries, coloured pencils, etc) they should or should not bring to each examination.
5. A revision plan is set by each Department for the revision week to work effectively and in line for all batches in the teaching group. The same must be communicated to the D/CPC's.
6. Examination answer scripts must be treated with utmost care. Scripts cannot be carried to public places. They must be kept in a secure place before/during/after completion of marking. Teachers need to correct examination papers and provide detailed and actionable feedback to students. A copy of the mark scheme must be attached to the corrected script.

Reporting student progress

Records are evidence which must be used as a basis for discussion with students/ parents about the achievement level of their children and action plans for study. Recording of assessments can be varied depending on the nature of the task, however feedback and reporting must be based on clear rubrics, criteria and anecdotal comments. Criteria for each assessment must be aligned with AOs (Assessment Objective) stipulated in the subject guide. Meticulous records of all assessments must be kept in order to:

- Monitor pupils' progress over each term.

- Ensure continuity and progression of students from class to class or to facilitate transfer of school.
- Provide team leaders and the D/CPC's with information on achievement of learning goals.
- Provide information when pupil's change schools.
- Provide feedback to pupils and their parents as well as forming a basis for discussions about their strengths, weaknesses and areas of development.

Principles underlying comments on report cards

Teachers should focus on what students have learned, describe significant strengths and identify next steps and targets for improvement. Comments should avoid language that simply repeats words from curriculum expectations. Language should be personalized, clear, precise, and provide meaningful feedback. Comments should enable parents to understand how they can support their children at home. Work habits, performance on grade descriptors, assessment objectives, Approaches to Learning and the learner profile must be included. Subject specific comments will reflect outcomes based on learning goals. The teacher should use information gathered from observations, conversations, formative and summative assessments to share specific examples of what the student has done to demonstrate his/her strengths. This information should be personalized and connected to the success criteria.

1. Assessment information derived from learning goals and success criteria that are developed throughout the year assist teachers in linking classroom instruction to the report card. They are not necessary for building comments but make the process of developing meaningful, personalized report card comments easier and quicker.
2. List of qualifiers identified is not exhaustive or exclusive. The list is meant to provide initial direction for the creation of comments and can be adapted to meet local needs. Each comment should accurately explain the student's achievement in language that is clear and meaningful for parents and students.
3. It is important to identify success criteria that has not been fully met by this student in this reporting period. Some students may meet success criteria within the knowledge and understanding category

of achievement, Bloom’s taxonomy (LOTS), but may need more work in some higher order skills (HOTS). Communication based on application categories and higher and lower order skills allows for the comment to be personalized, specific to the needs of an individual student.

Report Cards

Progress, including grades are formally communicated to students and parents thrice a year, at the end of each academic term. There will be three report cards in each academic year, one after each term. Qualifiers on report cards reflect student level of achievement on curriculum expectations, attainment of learning objectives, skills and work ethics. There are three indicators of student progress on Report Cards issued at the end of each term:

1. **Achievement Grade:** reflects overall performance of the student on the summative assessments conducted in the term.
2. **Exam grade:** reflects the student’s performance in the term-end examinations.

Both these grades follow the IB grading scale from 1-7 and are based on grade boundaries for individual subjects (IB grade thresholds and subject reports are used for benchmarking.) For the IBCP CRS each assessed unit will be graded as Pass, Merit, Distinction. Progression within the Core skills will be reported by measuring against expectations as: Below, Meeting and Exceeding, expectations.

3. **Effort Grade:** reflects effort in all forms of student’s learnings, skills and engagement, as evidenced in formative and summative assessments conducted during the term and takes into account several other parameters that indicate the **effort** the student has put in during the term.

EFFORT GRADE INDICATORS ARE ALIGNED WITH THE ATL SKILLS

<p>Critical Thinking Skills <i>(Problem-solving, Research and information literacy, Inquiry and questioning,</i></p>	<p>Engagement and Initiative <i>(Class participation, Focus on Learning, Creativity and Innovation, Incorporates feedback, Collaboration)</i></p>	<p>Self-regulation skills <i>(Time management, Organization, Diligence, Discipline, Academic</i></p>	<p>Affective Skills <i>(Determination, Resilience, Growth mindset, Maturity and balance, Open-</i></p>	<p>Communication Skills <i>(Listening, Verbal, Written)</i></p>	<p>Thresholds for Effort grades</p>
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<i>Reflection)</i>		<i>integrity)</i>	<i>mindedness)</i>		
					20-18: A+
					17-14: A
Always Evident	- 4				13-11: B
Evident Most of the time	- 3				10-8: C
Evident sometimes	- 2				7-6: D
Rarely Evident	- 1				<5: E

Figure 8 : Effort grade Template (made in house)

Predicted Grades (PGs)

IBDP (Board) examinations take place in May at the end of the second year of the Diploma and Career-Related Programme. Results are released late evening of 5th July.

Students begin their application process to universities in the first semester of their second year (October to December for applications to the U.K./ U.S.) and by March/April if applying to some countries in Europe and the Asia Pacific. Admissions to most universities are made on the basis of the student's Predicted Grade.

In order to arrive at the PG, a detailed tracker (Grade Information System) of Achievement/Exam/Effort grade is prepared of each student's performance in his/ her Higher Level and Standard Level Subjects in the terms that have been completed. Finally, the PG is compared to the Grade Descriptors for each subject to determine whether the student has been placed at the correct Grade. This information is provided by each subject teacher and then verified by the DP/CP Coordinators.

The early predicted grade is given in June (end of Grade 11). Regular predicted grades are given in early December. Finally predicted grades are generated in April (Term 4) after the Mock Exams which are sent to the IB through IBIS.

Result Analysis

All results and data are maintained per student and master sheets for each cohort are used for data analysis. This helps with predicting accurately, and also identifying class-wide trends and issues that need to be addressed with individual students.

After Board exam results are received in July, students' final grades are compared to the PGs to check if there are any major variances between the student's actual performance and the predicted grade. Review

meetings are held in mid-July when school reopens over two days to study the accuracy of the final PGs and analyse performance for each student. Each department prepares a report and action plan after these result review meetings.

Comparative analysis with world averages and across years are maintained to inform school improvement strategies. This is done across departments to analyse strengths and areas of improvement. Departments are asked to draw up action plans on the basis of result analysis.

Some questions which should feed into ongoing discussions within each department:

1. What is a '7'? What does it mean for any assessment to be 'excellent'? Do we have samples of student work?
2. How do our grades compare with IB grades within AIA and around the world?
3. How do we define 'ability to meet deadlines'?
4. How do we keep assessment fair and equitable for all?
5. How do we build common understandings of application of criteria and levels of achievement?
6. Have we assessed student work and shared our understandings of IB requirements?
7. Do we use feedback surveys to assess how well students are learning?
8. What processes can we set to ensure there is moderation and review of summative tasks/exam papers before final grades are awarded?

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 Integrity at AIA (IBO)

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 Integrity Policy which details academic misconduct).

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

Consequences of Malpractice In the event that a student at AIA is found to have failed in following any of the guidelines of this document, one or more of the following procedures may be applied:

- A meeting will be held with the relevant teachers, administrators and parents/guardians of the student.
- The relevant Head of Grade and Academic Coordinator will determine the severity of the offence and implement an appropriate response. At all times, information on consequences will be communicated to parents.
- Students found to have committed plagiarism will be put on academic probation for a defined period. Progress of the student in concern will be monitored and feedback provided to parents.
- Students found to have gained credit through dishonest academic behaviour will have consequences applied to them according to the severity of the offence. Offences of a more serious nature, such as theft or examination malpractice may result in a range of consequences, from disqualification from the exam to expulsion.

International Baccalaureate regulations will apply to all students being entered for assessments, including coursework. No coursework will be submitted for a student with a plagiarism percentage of 10% or higher. In investigation of student academic misconduct cases, once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide

the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned. The IBDP/CP Coordinator will immediately inform any individual being investigated in writing of the allegation and possible outcomes. Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee.. Unprecedented and extraordinary cases will be referred to the Final Award Committee. If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices. If no grade is issued for an Assessment that contributes to a candidate's MYP Certificate, or IBDP Certificate. No MYP Certificate or IBDP Certificate will be awarded to the candidate.

(Source: IBO (2023) Academic Integrity Policy.)

(Source : IBO (2014) General Regulations: Middle Years Programme)

FURTHER INFORMATION

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

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