DUBAI INTERNATIONAL ACADEMY
DREAM · INSPIRE · ACHIEVE

Assessment Policy

Approved By:	Hitesh Bhagat (Principal)	Date:	Sep 2023
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Our Mission, Values, and Philosophy

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

Our Core Values

- Achievement
- Collaboration
- Integrity
- Respect
- Responsibility

Our Philosophy

- To be recognised by the success of our students in achieving their personal goals.
- To make student development the centre of all school decisions.
- To aspire to the highest internationally recognised performance standards.
- To celebrate our diversity of cultures, backgrounds and perspectives.
- To build and celebrate a culture based on internationalism
- To create a learning environment that will positively contribute to international and local communities.
- To implement the IB Learner Profile in an innovative way.

Our Beliefs

- We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn.
- We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers and parents is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.
- We believe that the IB Learner Profile leads to the holistic development of students.

Our Approach

- By benchmarking with the highest internationally recognised performance standards.
- By developing each student's individual potential for leadership.
- By empowering students with a global and a local perspective
- By responding sensitively to the full range of students' educational needs.
- By using technology to enhance learning.
- By utilising the IB curriculum and reinforcing the core of the programme models for our curriculum.

Purpose of Assessment

Assessment at DIA is an integral part of teaching and learning. It helps to provide a picture of a learner's attainment, their progress, their learning preferences and to identify next steps in their learning. Assessment approaches are designed to promote learner engagement and ensure appropriate support so that all learners can achieve their learning goals and maximize their potential.

At DIA, assessment is used to …
- inform, enhance and improve the planning and teaching process;
- analyse performance on the external tests like ACER ISA, GLs, PASS, and CAT4 in order to determine the gaps to adapt teaching and learning and to benchmark the school against the expectations
- assess prior learning of students in order to establish learning goals
- support and encourage students to identify their gaps by providing feedback on the learning process;
- review the efficacy of the programmes/provision offered by DIA for SEND, Alpha, EAL
- promote positive student attitudes towards learning;
- promote the development of critical, creative and inquiry based thinking skills;
- help students to view their own work critically and to seek and deploy strategies for improvement;
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts;
- reflect the international-mindedness of the programmes by allowing assessments to be set in a variety of cultural and linguistic contexts.
- plan diverse goals through differentiated assessments to scaffold learning for all students
- update the curriculum and keep it dynamic
- involve parents in the learning of their children by maintaining open communication and creating collaboration

The school uses data from external and internal tests to ascertain current attainment and uses analysis to inform policies for development. Senior leaders use the data to understand where focused intervention is needed.

Teachers conduct informal and formal assessments in order to understand the diversity in learning abilities of students in their classrooms. They use the information to plan differentiated instruction and to design personalized learning plans for students. They are able to empower students to use the information derived from their assessments to set goals for their learning.

Assessment Practices and Definitions

The IB programmes encourage and expect internal assessment that includes strategies and tools that are designed, developed and applied by teachers for their students. Internal summative and formative assessment practices are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve through consistent, timely and meaningful practices and feedback.

Diagnostic Assessment

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 achievement.

CAT 4 Ability Test

Cognitive ability standardised tests gives us a better understanding of a student's attitudes towards studies, identifies potential attainment and the measure of a student's progress. DIA uses the CAT 4 score as a target grade for students.

Assessment is the process of gathering information from a variety of sources to gauge student progress against curriculum expectations, to provide feedback to guide future instruction and learning.

The IB programmes encourage and expect internal assessment that includes strategies and tools that are designed, developed and applied by teachers for their students. Internal summative and formative assessment practices are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve through consistent, timely and meaningful practices and feedback.

Assessment for learning (Formative)

Formative assessment is the process of gathering information, by a variety of means, during the learning process, to identify the 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 level except in circumstances when there is insufficient evidence from summative assessments.

In the IB programmes, teachers are encouraged to monitor students' developing understanding and abilities throughout the programme. Through effective assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student self and peer assessment can be important elements of formative assessment plans.

Effective implementation of formative assessments includes the following:
- Formative assessments support learning before summative assessments are set.
- Feedback is constructive and guides students' effort to improve in relation to the objectives.
- Records of formative assessments are kept by teachers and made available upon request by parents, students and administration or if deemed necessary by the teacher.

Assessment of learning (Summative)

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 levels reported to parents. Summative assessment provides information about student achievement, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum

Summative assessments are designed to provide evidence for evaluating student achievement using required DP and MYP subject specific assessment criteria, or school-specific rubrics to assess summative tasks in the PYP.

Effective implementation of summative assessments are as follows:
- Students are clearly informed on how to reach different levels of achievement for each assessment.
- All summative assessment grades are made available on DIA's current electronic reporting system in a timely manner.
- Following summative assessments, students are given the opportunity to review, reflect and continue learning from their completed assessment.

Assessment as Learning (Progress Checks)

Students and teahers are involved in assessment as learning. Teachers are involved by looking at how they assess and students are involved by looking at how they learn and assess themselves. It involves how students self-regulate their own learninf and use feedback and how teachers identify weaknesses and strengths and get engaged in responding to their students' needs.

Assessment in the Primary Years Programme (PYP)

What is assessed in the PYP?

- Units of Inquiry
- Single subjects: MFL, Arabic, Islamic studies, PE, Music, Dance, Art
- English: listening, speaking, reading and writing
- Mathematics: calculations, fluency and problem solving
- Science: skills and content
- UAE social studies
- ATL skills and Learner Profile
- Conceptual understanding

Arabic A

- Assessment is based on course work and end of unit assessments. Assessment is benchmarked against KHDA standards from Year 1-6.
- IVEI schools have standardised all Arabic A assessments.

Arabic B

- Year 1 – 6 assessments are designed and applied according to the students' number of years' study. Children are assessed on what they should have learnt each unit rather than an academic standard based on externally determined criteria.
- KG assessment is based on class work only.

Islamic Studies

- Assessment is based on course work and end of unit assessments and is directly linked to IVEI Learning Ladders, benchmarked to MOE standards.

Tools and Strategies of Assessment in the PYP

Teachers use a variety of tools and strategies through the year to collect assessment data about student performance. The assessments are based on personalization and principles of differentiation. Students on the Inclusion register have recommended adaptations made for their assessments – this is outlined in the whole school inclusion policy.

Strategies

- External tests
- Paper-pencil tasks
- Open-ended tasks
- Performance based tasks
- Process focused assessments

Tools

- Checklists

- Rubrics
- Anecdotal records
- Grades
- Exemplars

How Often Do We Assess in the PYP?

All teachers, including the single subject specialists plan teaching and learning as units, each lasting from 4 to 6 weeks. Year 2 to 6 homeroom units run from 5 to 6 weeks, as do most of the single subject units. Year 1 units run for 8 weeks. Students are assessed at various points during a unit. Through essential agreements teachers at DIA have agreed to assess at various points during the year:

- Pre-assessment at the beginning of a unit/new topic for single subjects
- Formative assessments after each line of inquiry or at important points in the progression of single subject topics
- Summative assessments for single subjects

The Role of PYP Students and Teachers in Assessment

- Teachers design assessment tasks through a backward plan by establishing learning outcomes and creating a rubric for assessment. This is done as a collaborative process with all homeroom teachers working together for the unit of inquiry. Single subject teachers moderate assessment tasks within their departments.
- Students are often involved in creating the rubric and setting the expectations for the tasks.
- Students are engaged in self and peer assessment and grade themselves using the rubric

Student Agency in Assessment

Our aim is to ensure that all students become self-directed through assessment and self-regulation. Students participate in assessment through:

- Co-constructing assessment tasks with teachers
- Expressing their choice in how they would like to be assessed
- Deciding collaboratively what will be the criteria for rubrics
- Year 6 designing their own rubrics, year 5 and 6 work with their teachers to create rubrics
- Self-assessing on rubrics
- Creating essential agreements about how they will assess and how they will give feedback to each other
- Assessing peers and give them constructive feedback
- Responding to feedback given by teachers and their peers
- Reflecting on their learning and set their targets
- Choosing their work to talk about during the Student led conferences

- Selecting the work that they want to keep in their journals and portfolios
- Reviewing the units at the end of the year to express their opinions and ideas about what needs to be changed

Documentation of Assessment in the PYP

Assessment in the Primary School is documented in the following ways:

- Grades are maintained in the year level and subject specialist folders in the shared drive

- Feedback and self and peer assessment are recorded on Toddle- the school's communication platform

PYP Assessment Reporting

Reports are shared with parents after units are completed and through the mid-year and final reports. We also report on progress through Parent Teacher Conferences [PTC] and Student-Led Conferences [SLC]. The chart below reflects a tentative schedule for the sharing of reports. This is subject to change each academic year.

Unit	DIA Reports In…
UOI 1	November
UOI 2	January
Mid-Year report [including Unit 3, single subjects]	February
UOI 4	March
UOI 5	May
Final report [UOI 6 and single subjects]	July
Exhibition for year 6	Between April and July

Unit Reports

These reports go out at the end f each unit. Learning outcomes from each UOI are established by the teaches of each year level and they grade every line of inquiry based on the formative assessment and then a consolidated grade is shared at the end. Learning indicators about Learner Profile and ATL skills are also entered in the report.

Mid-Year Reports

These Mid-year reports inform parents about the progress about their child in the single subject areas including English, Mathematics, Science, UAE social Studies, Moral Education, PE, Arabic, Islamic Studies, Music, Dance and Art.

PTC and SLC

Parent-Teacher Conferences (PTC) and Student-led Conferences (SLC) are meant to facilitate a dialogue between parents, teachers and students to review the progress and to set goals for learning and collaboration. They are held three times a year. Through these parents and teachers talk about the child's performance over the intervening months and measure this against the goals set by them. Students take their parents and teachers through the process of learning and are actively involved in shaping their learning journey.

Grading Criteria

At DIA it has been agreed to use the following grades and criteria for reporting:

Grade	Descriptors
7	Working at, and consistently above, curriculum standards. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations
6	Working at, and often above, curriculum standards. A thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations.
5	Working at, and sometimes above, curriculum standards. An understanding of the required knowledge and skills, and the ability to apply them in a different situation.
4	Meeting curriculum standard. A good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations
3	Approaching curriculum standards. The student demonstrates some understanding of the required knowledge and skills and is able to apply them, with some errors and sometimes with support.
2	Approaching curriculum standards with support. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully with support.
1	Requires support in most areas. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully, even with support.
AB	The student, due to absences, has not met the programme objectives.

Learning Indicators

Our Learning Indicators measure students' engagement with and attitudes towards learning. The chart below indicates the references that are made within reports.

Code	Description
EE	Exceeding Expectations
MT	Meeting Expectations
WT	Working Towards Expectations

The Exhibition

Year 6 students culminate their learning journey in the PYP through the Exhibition. According to the PYP enhancements this may be one of the 6 units or may run as the 7th unit, outside the programme of inquiry. It is a student-led, student-designed inquiry bringing together all the elements of the PYP. It brings together the entire school community to facilitate the planning, implementing, display and reflections.

The Exhibition, based on the guidelines, will have the following:

- It will be student led and inquiry based
- Students collaborate in framing central ideas and lines of inquiry and add all elements of the PYP
- They will work on an exhibition planner- documenting their progress
- The assessment tasks and rubrics will be designed by students

- Mentors- teachers, parents and other older students [MYP and DP] will facilitate the learning
- The school community will support the endeavours of students of year 6 by making resources and time available to them
- Time tables will be collapsed to allow students the time they require within the school day to pursue their inquiry
- The PYP coordinator along with Deputy C will lead the process of the Exhibition
- The final display of the learning journey will be decided through collaboration
- It is understood that the Exhibition is a process rather than product
- The journey will be documented in a manner suitable for students and guided by the teacher mentors

Assessment in the Middle Years Programme (MYP)

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.

The MYP requires teachers to organize continuous assessment, over the course of the programme, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

Teachers should standardise and moderate assessments to ensure the consistency of their decision about student learning.

Principles of Assessment in the MYP

Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyse their learning and understand what needs to be improved.
- Synthesize 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.

Assessment should allow teachers to:

- Have criteria that are known and understood in advance.

- Analyse their teaching and identify areas that need to be altered.

- Highlight student ability and be able to differentiate teaching.

- Offer feedback to parents on their child's performance.

Assessment Expectations in the MYP

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 assessment outcome.

- Be given advance warning 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 in light of the 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.

- Records student progress aligned with the philosophy of the MYP.

- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery, providing opportunities for students to participate in, and reflect on, the assessment of their work.

- Use a variety of assessment tools to assess student learning.

- Schedule moderation and standardization of completed assessments as a way to ensure reliable results and prioritize improvements to assessment processes.

What is Continuous Assessment?

- Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students.

- Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are curriculum-based tasks previously taught in class.

- Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions.

- Students receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered.

- Teachers learn which students need review and remediation and which students are ready to move on to more complex work.

- Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the Benefits of Continuous Assessment?

The continuous assessment process is much more than an examination of student achievement. Continuous assessment is also a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and teachers.

Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student-teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

What is Criterion-Based Assessment?

Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria).

Each subject has four different criteria, published in the subject guides, each with different strands which are the conditions that must be met for an expected result.

Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group.

Task specific rubrics are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

Internal Assessment in the MYP

The IBO gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Staff training and internal moderation ensures staffs apply the criteria correctly.

Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, stimulus/data response, essays, coursework and projects and practical work such as knowledge and use of apparatus identifying and solving problems, construction of a hypothesis, testing, evaluations and analysis.

DIA also informally assesses individual student approaches to learning in a subject. Students are encouraged to assess themselves (self-evaluation). Reflection journals, conferencing, student-led conferences, are all examples of this. Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

Reaching a Final Grade for an MYP Student

It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded to the student. In the MYP, assessment is based on criteria. Each subject has a number of different criteria that are used to evaluate the students' achievement in various aspects of the work. Sometimes all the criteria in the subject are applied to an assessment task or project, but more often, only one or two criteria apply. Student work is evaluated by giving the task a level of achievement in one or more of the criteria.

Level Descriptors

Each criterion has level descriptors that describe at each level of achievement what the student knows, understands or is able to do. The descriptors explain what the level stands for in terms of the student's learning and development.

MYP Grade Boundaries

Report grades use the MYP 1-7 scale, where 1 is the lowest and 7 is the highest. First, the levels the student has reached in each of the criteria are added together. Then, the MYP grade boundaries for that subject area applied to the total to determine the student's final 1-7 grade.

MYP Total (based upon levels awarded for A-D)	MYP Grade
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

If the student achieved 18 out of a maximum possible of 32 when all the criteria are added together, he / she would receive an overall MYP grade of 4 for the subject. The grade boundaries are the same for every MYP subject, however, the grade boundaries for the externally assessed eAssessments will vary slightly every year as these are determined at the Grade Award Level Meetings by IB Chief and Principal Examiners.

Submission of Assessment

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 needs to be marked a 0 for the particular criterion being assessed.

If a student has submitted work and is of poor quality, he/she can be marked a 0 for the   particular criterion being assessed.

The IB does not endorse averages or percentages for achieving the final criterion mark. Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student's final standard of achievement.

The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries. The MYP grade boundaries are the same for every MYP subject with the exception of the grade boundaries for Personal project and IDU.

Current Achievement (CA) and Target Grades (TG)

Current Achievement 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, considering prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining at.

Rationale: 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. The Target Grade is based on the CAT4 indicators; however, this may include additional challenge where teachers have evidence that an even greater level of achievement might be reached by the student.

External assessment Year 11 only (MYP year 5)

Students' work is externally assessed by the IBO during Year 11 via ePortfolios and Onscreen exams.

ePortfolios: Arts, Design & PHE

Students prepare a portfolio of work between November and March of Year 11 - A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the "exam event". The task will be based on a partially completed unit plan set by the IBO: The Global Context and the Inquiry questions will be given to students; however, the outcome of the task will be set by the school. These will be internally assessed by the teacher, standardized by other teachers within DIA and then externally moderated.

Onscreen Exams: English A, Arabic A, Maths, Sciences, Individuals and Societies, IDU & Language Acquisition

Each on-screen exam comprises of two or three tasks. One task is connected with, inspired by or derived from the IBO defined Global Context for the session. This will be the same for all types of assessment for the session. All on-screen exams will last for 2 hours.

The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. It is introduced to the students towards the end of Year 10 and completed by January in year 11.

Students:

- decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- make decisions, develop understandings and solve problems, communicating 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.

The project is internally assessed by the supervisor, and then standardized with other MYP teachers after which the work is submitted to the IBO for external moderation.

Registration Timeline & Requirements

1. All parents and students must know that the external eassemsnt will be covering the epotfolio chosen subject(s), the onscreen exams, The personal Project and the Interdisciplinary learning Exam
2. The Eportfolio subject will be introduced to students on the 1st Nov and will be internally graded then submitted to the IB for external moderation
3. The Interdisciplanary pre released material will be published on the 1st April.
4. All parents must meet the pre-registration deadlines set for the end of Year 10.
5. All parents must confirm the registration and pay all relevant fees by the first week of October in Year 11.
6. To withdraw from an eAssessment, parents must write to the MYP Coordinator by April 01 each year and pay any associated cancellation fees.

7. Note that the registration for the Personal Project is mandatory for all year 11 students

Registration Eligibility

1. DIA will use students' Year 10 FR data to determine eligibility for MYP eAssessments.

2. A student will not be registered for any MYP eAssessments (including ePortfolio) if their total points is less than 30; however, the MYP Core registration must still be made (the Personal Project).

3. A student will not be registered for a specific subject if they achieved a 3 or less in a given subject. This subject will be excluded from the overall eAssessment registration.

Additional Notes

1. Any student who is not registered for eAssessment in a given subject will still be required to sit an internal examination in this subject.

2. Students who do not complete any eAssessments will still receive a DIA High School Diploma which is a valid document for continuation into the Diploma Programme (DP), Career-related Programme (CP), and beyond.

3. Students who do not complete a specific eAssessment will receive an MYP transcript and DIA High School Diploma, both of which are valid documents for continuation into the Diploma Programme (DP), Career-related Programme (CP), and beyond.

4. Note that student promotion into the DP or CP is based upon our internal year 11 Final Report (FR) data, meaning that your child will still be eligible for continuation into these programmes even if they do not complete eAssessments (provided they meet minimum entrance criteria outlined in relevant policies and options booklets).

MYP Feedback Expectations

There should be at least one of each type of feedback given to students per half term (six weeks) and this should be followed by Directed Improvement and Reflection Time (DIRT) during lesson time.

Types of Feedback

Verbal (one to one interaction)

- This is the most common and frequent type of feedback and is usually given during lesson time. This allows for immediate student action from the feedback.

- Verbal feedback must still be targeted, specific and timely.

- Students should make notes to consolidate the feedback given.

- The pupil should label the notes as verbal feedback.

Written/Recorded Voice Note/Rubric

- This can be on any school platform, for example this could be Managebac or OneNote.

- This feedback should identify the Strengths of the student's work and provide clear Next steps that the students should act on.
- It should be linked to the success criteria/learning outcomes of the lesson
- It should have an impact on the progress of the student.
- Every piece of feedback should be acted upon during DIRT.
- It should be personalised for each pupil and encourage a dialogue to aid understanding.
- The feedback should identify issues with SPaG (spelling, punctuation and grammar) and presentation issues.
- Once the students have acted on the feedback, the teacher should check this, respond, thus closing the loop.

Peer

- This should be clearly titled as Peer Feedback at the start.
- This could be Managebac or OneNote.
- This should be structured and modelled by the teacher. Pupils will need to be strongly supported with the subject specific expectations and criteria, and this guidance should become less as they become more confident at identifying the Strengths and Next Steps of their peers.
- Students should act on this feedback during DIRT.

Self

- This follows the same principles as Peer assessment and students will need structured support to identify their Strengths and Next Steps.
- This could be Managebac or OneNote.
- Students should act on this feedback during DIRT.

DIRT

- It is expected that the teacher sets one Dedicated Improvement and Reflection Time activity per half-term / six weeks.
- It is criteria driven.
- It directs students to reflect on teacher feedback and use this to then target an area to develop.
- The student's DIRT responses must be shared with their teacher. This could be on One Note, Managebac, Teams or in a student's copy book.
- This can help inform teaching and learning such as personalisation and differentiation strategies.
- DIRT activities should afford students the opportunities to take ownership over their learning.
- Tasks should offer appropriate levels of challenge and the opportunity for more able students to develop their learning through exploration.

Assessment in the Diploma and Career-related Programmes (DP/CP)

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- involve parents in the learning of their children by maintaining open communication and creating collaboration

The school uses data from external and internal tests to ascertain current attainment and uses analysis to inform policies for development. Senior leaders use the data to understand where focused intervention is needed.

Teachers conduct informal and formal assessments in order to understand the diversity in learning abilities of students in their classrooms. They use the information to plan differentiated instruction and to design personalized learning plans for students. They are able to empower students to use the information derived from their assessments to set goals for their learning.

Reasons for Assessment in the DP/CP

- To provide feedback to students on their own learning

- To provide feedback to students in relation to their performance against the criteria outlined by the IBO
- To provide feedback to teachers about knowledge, understanding and/or skill development
- To provide a level for reporting understanding and progress to parents
- To provide information for university applications
- To provide motivation for learning
- To provide a quality assurance mechanism (both for internal and external reasons)
- To prepare students mentally for assessments by the IBO, colleges and other organisations
- To provide feedback that connects to the IB subject criteria and subject reports

Principles of Assessment in the DP/CP

The following are central to DIA's principles of assessment:

- The primary purpose of assessment and evaluation is to support and improve student learning.
- Students have different learning styles, experiences and abilities, so the assessment and evaluation of their learning must be fair, varied in nature and allow students to demonstrate the full range of their learning. Assessment and evaluation practices are fair and equitable to all students, including EAL students, whose mastery of language should not necessarily affect the evaluation of, for example their ability to think critically.
- Assessment, learning and teaching are interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge and attitudes that will provide for success within the IB Diploma, Career-related Diploma and beyond.
- Assessment is an integral part of the teaching and learning process, as well as indicating student progress. The outcome of assessment should inform teaching methods and provide feedback on the curriculum.
- Careful thought is given to the purpose of assessment, and a wide range of methods are adopted to reflect the curriculum and range of learning opportunities.
- There is potential in assessment for developing a positive self-image in the student from positive and constructive feedback, and the feeling of success which encourages further study.
- Assessment supports the development of classroom learning cultures which are learning oriented rather than performance oriented.
- Assessment encourages risk-taking, mistake making and self-evaluation.
- In each department, teachers use a common framework for marking which is understood by all members of the department. Each department outlines its marking policy in the Department handbook.
- Assessment of day to day progress depends heavily on marking and the correction of written work and other tangible forms of student response such as class participation and discussion. The main purpose is formative is helping students to see how their work can be improved and developed, identifying weaknesses and uncertainties as a basis for remedial action, and as a major and effective practical means of establishing suitably high expectations of each student.

- Learning expectations and criteria for assessment are based on IB criteria and are communicated to students in advance either in the course syllabus or in notes to students before each topic.
- Students are provided with examples/ models of each level of achievement against the criteria to assist them in understanding how to achieve excellence.
- Assessment promotes and evaluates deep understanding.
- Students are involved in the assessment process by learning how to self-assess their own work, assess their peers and set goals for improvement, and then by completing self and peer assessments during formative assessment.
- Teachers work with IBO materials and resources and collaboratively to determine appropriate criteria, achievement levels and to establish examples and models of achievement, and professional development about assessment is provided, and is sought. Determination of grades for formal reporting purposes primarily reflect student performance on summative tasks and reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Communication about assessment is regular and clear and formal reporting of student achievement occurs 4 times a year in year 12 and 5 times in year 13.
- Assessments across subjects at every year level are calendared on Managebac to ensure that students are not burdened with multiple tests and other assessments on a single day.

Methods of Assessment in the DP/CP

Teachers use a wide variety of formative and summative methods of assessment. The type of assessment chosen is related to learning outcomes and governed by decisions about its purpose, validity and relevance. A range of types of assessment reduces the element of disadvantage suffered by any particular student.

Types of assessment to choose from include, but are not limited to: Class discussions, data based questions, essays, experimental investigations, fieldwork, group and individual oral presentations, group critiques, historical investigations, individual oral commentaries, investigation workbooks, multimedia presentations, multiple-choice questions, portfolios, projects, reflection logs, research papers, response journals, short and extended responses, sketchbooks, skits and performances, studio work.

Assessment Practices in the DP/CP
Formative Assessment

Formative assessment involves providing students with descriptive feedback as they learn. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. Teachers will provide students frequent and descriptive feedback on formative tasks that
aims to improve performance. The feedback given should provide incentives for improvement and should be positive in tone, providing encouragement, positive feedback as well as constructive critique. The feedback for

these assessments will also sometimes include a level or mark that will be given as a diagnostic tool and as an incentive for improvement. It is far more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle and are an opportunity to demonstrate learning. Summative assessments are a means to gauge student learning relative to the pre-defined criteria communicated to students prior to and during formative assessment. Although the information gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Summative assessment is generally used as part of the levelling process. Examples of summative assessments include, but are not limited to, tests, exams, final draft essays and assignments. The timing, type, scope and format of a summative task should be clearly communicated to the students ahead of time, and rubrics, examples and practice assessments should be distributed and discussed.

Homework and Preparation

Homework is given to either support learning or demonstrate learning in each class and can consist of reading, studying material, watching documentaries, as well as formative and summative assessments. An anticipated amount of homework for HL courses is approximately four – five hours per week, and for SL classes approximately two - three hours per week. Homework for CP-linked courses will be ongoing and linked to units/modules of study. Managebac is used by all teachers to share resources and deadlines of assessments.

Exams/End of Unit Assessments

The purpose of an exam/end of unit test is to assess understanding of the material covered, to give the students experience in preparing for and taking formal assessments, and to help teachers to give an accurate predicted level. DP/CP Year 2 students will take mock examinations in January and will sit formal exams in May of their final year. DP/CP Year 1 students take end of term tests in December/January and exams in June.

Formal Assessments (IAs)

Formal assessment describes all those externally examined and internally marked assessment instruments that are used to contribute to the students' final IB qualification. Each student will sign an IA contact which has details of the task, feedback given with all deadlines. Work is marked according to external (IB or Edexcel) criteria, which represent the standards for each subject and will be shared with the students. Students will use ManageBac to upload all IAs. Turnitin is a part of the upload process and will detect any account/s of plagiarism to uphold Academic dishonesty policies in line with the IB.

Marking and Student Feedback

The aim through Departmental Marking Policies is to have consistency within Departments, clarity in the marking for the students, clarity in the marking for the parents. Thorough and effective marking can improve student motivation and performance. Each department member ensures that the following guidelines are followed:

- Individual Mark books are kept meticulously by each teacher Feedback of Summative assessments are posted on Managebac.
- Departmental mark book will have a log all teachers grades
- There are precise guidelines of the expectations of the work; including, presentation of work, assessment criteria that will be used, formatting and deadlines. There will be a time allocation given for the completion of the work.
- Work handed in is marked by the schools policy of two week and returned to the student at the earliest available opportunity for editing and redrafting
- Marking is detailed with positive and encouraging comments throughout and at the end with next steps for improvement. Students are expected to engage with the feedback and respond with reflections and target setting.
- Students are able to understand how work has been assessed. Teachers ensure that students clearly understand the criteria being used to award levels (where appropriate) and are aware why one piece of work might attract a higher grade than another.
- Written comments and oral feedback communicate clearly to an individual student their strengths and weaknesses, level of performance in relation to ATLs, suggested strategies for improving his/her knowledge, understanding and skills and goals to be achieved.
- Marking is fully integrated with the School's policies on rewards and sanctions. Steps are taken to act on missing, incomplete, poorly presented work. If there is an instance of academic dishonesty, the Academic Integrity Policy is used.
- Marking is linked to either the IB (DP) or Edexcel (CP) criteria affording a consistent approach across the Diploma and Career-related Programmes
- Each department has calendared moderation meetings for standardisation.

Evaluation Practices

Student performance is evaluated in a number of different ways:

- Target Grades
- Current attainment reporting periods (October, February, April and June)
- As against prior performance by that student on paper, in the classroom and in internal examinations.
- As against results in external examinations.
- As against the year group and historic data from previous year groups.

- Individual student performance in each subject is evaluated by the subject teacher. Strategies for improvement are made formally on reports and informally on work in the classroom.

Note: Heads of Department and teachers must schedule regular moderation and standardization of completed assessments as a way to ensure reliable results and prioritize improvements to assessment processes.

Reports and Student Tracking

End of term/year reports provide a more formal evaluation of student progress. Each report comprises of approaches to learning (ATL) scores (1 - 7), an effort grade, an end of year target grade based on the CAT predictors, an indication of progress (towards the end of year target) and a comment. i.e. progress or otherwise since the last report and advice for future improvement. Further details are given in the School's policy on Reporting and Parents' Meetings. There are 4 reporting cycles for Year 12 with two that have comments and 5 reporting cycles for Year 13 with one that has comments.

The Senior Management Team (SMT) produces progress tracking spreadsheets after each report for all students which enables there to be a quick comparison of progress and effort both since the last reporting session and in relation to the year group as a whole.

The teacher evaluates student performance formally after each report and meets with each of his or her students to discuss the implementation strategies for next steps in improvement in the student's work.

Academic data is evaluated within departments with recognition and praise/intervention for students working at high and low attainment levels and/or exceeding or falling short of target levels. Action plans are put in place. Heads of Year, Homeroom Teachers and SMT look at the formal reports of those in their charge. SMT review all end of term reports.

Managing Deadlines

Guiding students to meet deadlines helps them to manage the demands of the IB Diploma and Career-related Programmes and provides important preparation for University life. Setting intervention programme to help students manage their timeline and sharing academic calendar would help students keep on track with deadlines.

Assessment Deadlines are set at the start of the academic year. Deadlines are shared with students, academic staff and parents and are strictly adhered to. In the event that a student misses a published deadline and fails to submit work, no marks will be awarded to that piece of work and the student shall bear the consequences.

The following sanctions apply for students who continually miss deadlines:
- Detention will be mandatory for non-submission of major deadlines with the DPC/CPC
- The students will receive a zero grade if not submitted in time after the 1st missed deadline and warning

Embedding the Policy into Practice

The assessment policy will be introduced to the DIA community through multiple pathways including staff meetings, DP meeting sessions, Head of Year meetings, Heads of Department meetings and the school newsletter. The policy will also be featured on the DIA Website. New staff will be familiarised with the document during orientation.

The assessment policy will be reviewed annually as part of the whole school improvement plan and the IB development plan. The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

The Whole-School Language Policy must be considered alongside this policy, as relevant practices related to language development will be essential to the success of students within each programme. Relevant accommodations and elements of instruction must be considered when planning and delivering assessment.

The Whole-School Admissions and Inclusion policies must be considered alongside this policy, as the identification of student needs will be essential to the success of students within each programme. Relevant data related to target setting and provision of accommodations must be considered when planning and delivering assessment.

Reporting Cycles

Reporting Cycles for Subjects- TOK/EE/CAS	Year 12	Year 13
Current Achievement- CA1 (November) September to October Formative/ Summative	ATL Skills grade, Effort Grade, Subject Grade, Target Grade	ATL Skills grade, Effort Grade, Subject Grade, Target Grade
Mid-Year Report –MR (February) Internal Exams Mocks for Year 13 End of Term assessment for Year 12	ATL Skills grade, Effort Grade, Subject Grade, Exam grage, Target Grade and comments	ATL Skills grade, Effort Grade, Exam Grade, Subject Grade, Target Grade and comments
Current Achievement – CA2 (April) February-April % of January Internal exams/assessment with formative and summative work/tests	ATL Skills grade, Effort Grade, Subject Grade, Target Grade	ATL Skills grade, Effort Grade, Subject Grade, Target Grade
Final Report June- FR Internal Exams for Year 12 only	ATL Skills grade, Effort Grade, Exam Grade, Subject Grade, Target Grade and comments	Final May exam results will be released by IB on the 6th July

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