



**COLLEGIATE INTERNATIONAL SCHOOL**



## **ASSESSMENT AND REPORTING POLICY**

### **Assessment in the MYP**

#### **Introduction to Assessment**

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.

#### **Purpose of Assessment**

- To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- To diagnose learning problems and student needs.
- To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- To act as a feedback mechanism for curriculum development.

#### **Principles of Assessment**

##### **1. Assessment should allow students to:**

- Have criteria that are known and understood in advance.
- Analyze 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.

- Perform at a higher level when challenged.

## 2. Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyze 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.

### **MYP Assessment**

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 program, 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 programme.

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.

### **How does MYP assessment work?**

- The IB gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- There are no formal externally set or externally marked examinations.
- In order to maintain world-wide standards CIS participates in external moderation of assessment in order to validate internal student assessment.
- Staff training and internal moderation ensures staff applies the criteria correctly.
- CIS also assesses individual student approaches to learning in a subject which is reflected in the school report.

- 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.

### **MYP Assessment Criteria**

All subjects are assessed using four criteria:

Criterion A	<b>Maximum 8 marks</b>
Criterion B	<b>Maximum 8 marks</b>
Criterion C	<b>Maximum 8 marks</b>
Criterion D	<b>Maximum 8 marks</b>

- The IB gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- In order to maintain world-wide standards CIS participates in external moderation of assessment so as to validate internal student assessment. This quality control combined with staff training and internal moderation ensuring the correct application of the criteria

The final achievement level is on a 1-7 scale. All subjects have the same level descriptors defined below:

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.

### Criterion Based Assessment

Assessment in the MYP is based on observations of what a student *can do* and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully

achieve at different stages of their development, and is designed to help them determine what the next steps on their path to learning should be.

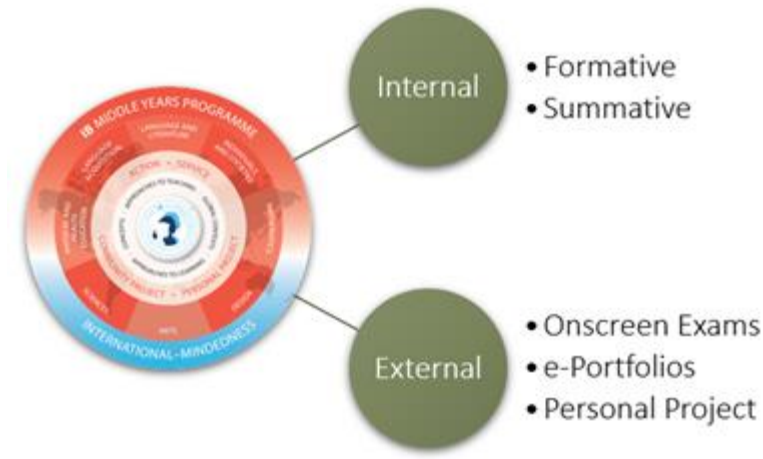
At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. At the end of each semester teachers will report the attainment reached in all subject criteria at that time to parents, in the form of narrative reports. Students and parents can discuss any weaknesses and strengths with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future.

Assessment is therefore *formative* and *summative*. *Formative assessment* is an integral part of the learning experience and provides students with an opportunity to analyze their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks. *Summative assessment* is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course.

Examples of formative assessments include (but are not limited to): projects, exit slips, Turn and Talk, Anecdotal Records, pretests, quick quizzes, initial writing drafts/attempts, homework and questions during instruction. Examples of summative assessments include (but are not limited to): tests, quizzes, end of unit projects and presentations, examinations, final drafts and performances.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

At the end of the five years of the MYP, each student receives final marks and grades. Results from external assessments will be released by the IBO in August.



### The “best-fit” approach

The “best-fit” approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student’s achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band. If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

### Value of 0 (zero) in MYP criteria

- If a student has not submitted his/her assignment for assessment after being duly reminded by email to both student and parent, the student needs to be marked a 0 for the particular criterion being assessed. This policy is strictly enforced and ensures that students learn to be accountable for timely submission of assessment material. Teacher discretion can be applied for medical or extenuating circumstances.

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

**Please Note:**

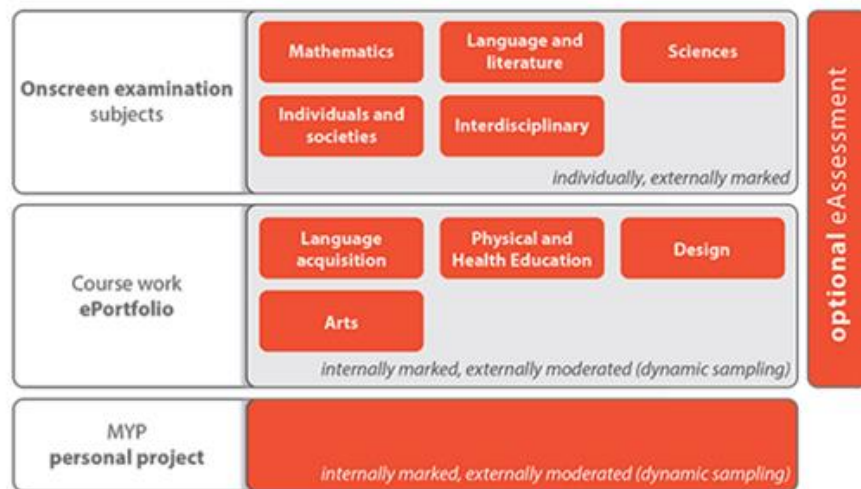
- No averages, percentages for achieving the final criterion mark.
- Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student’s 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 the external onscreen examination (please see information regarding External assessment below).

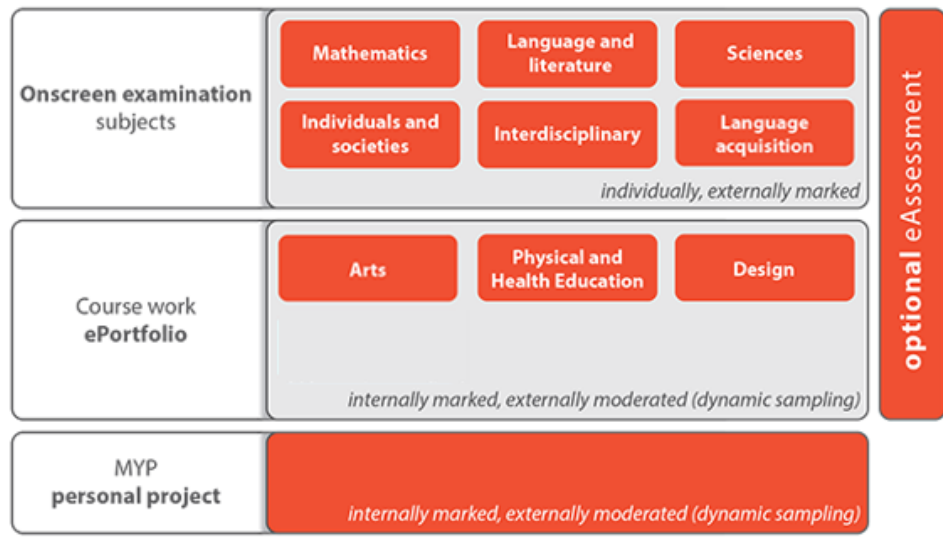
**External Assessments**

Student in Grade 10 (MYP Year 5) at CIS will be registered for eAssessments.

The IB introduced a new MYP assessment model in 2016 that includes mandatory moderation of the Personal Project and external assessments (eAssessment).

The following illustration shows the format of eAssessment that students will undertake.





### How eAssessment works

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

- ePortfolios of coursework, including a compulsory ePortfolio for the personal project
- On-screen examinations, with each exam lasting two hours

The following subject groups are proposed to be assessed at *CIS via ePortfolios*:

- **Arts, Design, PHE, Personal Project**

A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the exam event based on a partially completed unit plan set by the IB: The Global Context and the Inquiry questions given to students. These will be internally assessed by the teacher, standardized by other teachers within CIS and then externally moderated.

The following subject groups are assessed at CIS via *on-screen examinations*:

- **English A, Arabic A, Math, Sciences, Language Acquisition and History & Geography plus the Interdisciplinary Unit**

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

### 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. The ATL skills developed in subject groups will prepare students to work more independently to develop the Personal Project over time.

It is introduced to students towards the end of Grade 9 and completed in February of Grade 10.

- 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.
- Students create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- Students make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.
- Students evaluate the product/outcome and reflect on their project and their learning.
- Students will 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 and academic honesty. The project is internally assessed by a teacher supervisor and standardized with other MYP teachers before submission to the IB for external moderation.

### **MYP Reporting Cycle**

There are four reporting points throughout the year at CIS as indicated below.

- Progress 1: Sept-Nov 2021
- Semester 1: Nov-Feb 2022
- Progress 2: Feb -May 2022
- Semester 2: May-June 2022

The Middle Year Programme report is meant to give an indication of the level of application of Approaches to Learning (ATL) skills. These skills are fundamental to the Middle Years Programme. Each of the skills highlights an area that contributes to successful learning outcomes. The table below indicates the meaning of the letters used within the ATL skills section of the report:

<b>Level</b>	<b>Descriptor</b>
EE	<b>Exceeding Expectations</b>
ME	<b>Meeting Expectations</b>
AE	<b>Approaching Expectations</b>

The students also receive subject criterion marks and an MYP grade 1-7 for all their subjects. The nature of assessment in the MYP provides teachers with the opportunity to carry out assessment in a variety of ways. It is essential that students are given adequate opportunities to show clearly what they can achieve in relation to the objectives of each subject.

Teachers must ensure that they assess their students' performance fairly, fully and appropriately. To achieve this, a variety of assessment tools are used for assessment. This enables a holistic understanding of what the student 'can do'. Among the different possibilities for internal assessment tasks are:

- project work
- class tests of a variety of types
- coursework
- group assignments
- oral work
- essays
- practical work
- demonstrations and reports
- examinations

In the report teachers also comment on the student's achievement level and how they can improve.

Reporting cycles 1-3 are followed up with a Parent Teacher Conference to further discuss strengths and areas for development.

## Bibliography

IBO. (2014). *Academic honesty in the IB educational context*. Geneva: International Baccalaureate Organisation.

IBO. (2014). *General regulations: Middle Years Programme (First Assessment 2016)*. Geneva: International Baccalaureate Organisation

IBO. (2014). *MYP: From principles into practice*. Geneva: International Baccalaureate Organisation.

IBO. (2015). *Conduct in the MYP on-screen examinations: Notice to candidates*. Geneva: International Baccalaureate Organisation.

IBO. (2015). *MYP Sciences Guide*. Middle Years Programme. Geneva: International Baccalaureate Organisation

IBO. (2016). *Guide to school authorization: Middle Years Programme*. Geneva: International Baccalaureate Organisation

IBO. (2016). *MYP Projects Guide: Middle Years Programme*. Geneva: International Baccalaureate Organisation