



## EMIRATES INTERNATIONAL SCHOOL – MEADOWS Principle of Learning

### EIS-M Assessment Policy

#### **The International Baccalaureate's Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### **The IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a more peaceful world.

#### **As IB learners, we strive to be:**

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



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#### **Assessment philosophy**

Assessment is integral to all teaching and learning. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the effectiveness of its programmes and provides direction for teachers, learners, parents, administration and overall school development. EIS-M believes and strives for assessment to be a tool, which can increase potential; develop inquiry, knowledge and understanding. The Assessment's purpose should be to inform on progress whether that be teaching, learning, school or personal growth. Assessment is for the clear purpose of continual improvement for all members of our school community and is directly linked to our mission statement.

#### **For assessment to be effective, it should**

- Be based on clear, known and understood assessment criteria
- Involve self-assessment and reflection on the part of the learner
- Provide timely, direct, specific and contextualized feedback to teachers, learners and parents
- Be integrated into all stages of the learning process
- Be supportive and motivating
- Place students at the centre of teaching and learning

#### **Assessment and the IB Learner Profile**

- The IB Learner Profile is transparent in the classroom and evident in the language of the school
- Informal observations are used by teachers to give learners feedback on their development of the learner profile attributes
- Opportunities are made for peer and group involvement in the assessment of learner profile attributes
- Learners reflect on their development of certain targeted aspects of the profile at the end of selected learning experiences or learning periods.

#### **Assessment practices and strategies**

The school operates the following practices:

##### **Pre-assessment**

- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience

##### **Formative Assessment**

- On-going and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning
- Formative assessment and learning are directly linked and provide feedback to teachers and learners that is responsive to learner needs and informs teaching practice
- Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they are not working towards the achievement of grades.
- Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.



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#### Summative Assessment

- Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance
- The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades.
- Summative assessments can take a variety of forms (including for example tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, oral examinations....)

#### Self-assessment

- Reflection and self-assessment are fundamental elements of the assessment process
- Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning
- Self-assessment clearly comes in particular relevant at the end of year one and during year two when students must examine their strengths and weaknesses in light of the coming exams. This will be done in talks with their subject teacher, counsellor and IB coordinators

#### Peer assessment

- Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Programme will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups, and the format can for instance oral feedback on written work, on class presentations, on drafts for written work (processual writing strategies). This is very much in line with the learner profile attributes of open-mindedness, communication and critical thinking.

**Continuous assessment:** is an integral part of the Diploma Programme. All members of the community therefore take an active part in the process in order to maintain and improve the quality of teaching and learning.

#### Assessment Strategies

##### Observation:

All learners are observed regularly, with the teacher noting the performance of the individual, the group and the whole class. Observations include how groups work and the various roles of participants within the groups.

##### Task Specific Rubrics:

Assessment criteria and learning outcomes are established and published to the learners clearly in advance of an assessment.

##### Moderation:

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme where this is possible. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative.

##### Criterion Referencing:

All assessment is criterion referenced.



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#### Assessment in the PYP

How will we know what we have learned?

'Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.' (Making the PYP Happen, 2009, International Baccalaureate)

Assessment at the school reflects IB assessment philosophy.

- Assessment at the school aligns with the requirements of the programmes.
- The school communicates its assessment philosophy, policy and procedures to the school community.
- The school uses a range of strategies and tools to assess student learning.
- The school provides students with feedback to inform and improve their learning.
- The school has systems for recording student progress aligned with the assessment philosophy of the programmes.
- The school has systems for reporting student progress aligned with the assessment philosophy of the programmes.
- The school analyses assessment data to inform teaching and learning.
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project and DP Extended Essay.

#### Assessment in the MYP

##### Assessment aims

- MYP assessments are aligned with subject group objectives, using a range of tasks according to the needs of the subjects and the nature of the knowledge, skills and understandings being assessed.
- The criteria related assessments are designed appropriately for the age group and reflect the development of the students within the subject group. The assessments provide evidence of student understanding through authentic performance and not simply the recall of factual knowledge.

##### Assessment criteria and MYP command terms

- There are four assessment criteria for all subjects. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every semester.
- Teachers use the MYP command terms when giving instructions and when questioning students, when posing problems and when eliciting responses from a class.
- Students are expected to understand and be able to respond effectively to the MYP command terms. Reporting the final achievement levels
- At the end of each semester teachers make professional judgment on their students' achievement levels for each of the four criteria based on evidence gathered throughout the assessment period.
- The best-fit achievement levels for each of the four criteria are added together to achieve the final MYP grade. The final MYP grade is achieved by using the MYP grade boundaries from the MYP general grade descriptors.

##### How often are the assessments?

- Summative assessments are published two weeks prior to the assessment date.
- The assessment criteria and the assessment dates will be published in Managebac. By week 5 of every quarter, all assessment dates for that quarter will be published in Managebac.



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#### How do students receive feedback?

- Teachers give feedback to students within two weeks after the assessment date. The feedback focuses on the criteria and is submitted through Managebac. If the feedback is annotated on the work itself there will be a note on Managebac as to where to find the feedback.

#### What if the achievement level is very low?

- If the achievement level for any of the criterion is 2 or below, or if the teacher feels that the student has performed considerably less than expected, the student will have to redo the work. Feedback will be provided for the redone work but the first achievement level will not be changed. Teachers will also be contacting parents to intervene.

#### What if the work submitted is plagiarised?

- When the work submitted is plagiarised the students receive a zero. In addition, the student is required to complete the task. However the student will receive feedback only and not an achievement level. The student might be required to complete the task during after school homework club or during your lesson time or at home.

#### What happens if tasks are not submitted on time?

- Teachers provide adequate time for students to submit their tasks. If for some unforeseen reason the student is not able to submit the task on time, he/she will have to inform the teacher first and submit the task before the teacher gives feedback to the class to receive an achievement level.
- Once the teacher gives feedback to the class for the assessment task, the student will receive feedback but the **submission will not contribute to an achievement level.**

#### Can a student receive modified work?

- Students who are receiving learning support or are in English language acquisition classes are eligible for modified tasks.
- If a student is receiving a modified semester grade, the report will read as “These summative achievement levels are based on the modified task(s) completed.”

#### What is the homework policy?

- All students are expected to continue their learning outside of their classroom. This could be revising what it learnt in class or working of tasks that are assigned to be completed outside of class.
- Students in Year 6-8 can expect a maximum of 15 minutes per lesson of homework. i.e. every day students have 6 lessons at school and can expect  $6 \times 15 = 90$  minutes of homework.
- Students in Year 9-10 can expect a maximum of 20 minutes per lesson of homework. i.e every day students have 6 lessons at school and can expect  $6 \times 20 = 120$  minutes of homework.

#### Who are identified as underperforming students?

- Students who are receiving achievement levels lower than their potential are considered underperforming students.
- Any student who is receiving an achievement level of 2 or lower in any of the criteria will be considered as underperforming students.
- After each assessment teachers will be contacting parents of students who are underperforming.
- Underperforming students will be expected to attend homework club to complete the work to their potential.



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#### Assessment in the DP

The IB describes assessment of the Diploma Programme as 'high-stakes, criterion-related performance assessment.' It is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

Some key features of Diploma Programme assessment include the following.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Students need to understand what the assessment expectations, standards and practices are and these are therefore all introduced early, naturally in instruction as well as class and homework activities. Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this.

Formal assessment in the Diploma Programme is defined by the IB as "all those assessment instruments that are used to contribute to the final qualification". These instruments include some multiple-choice tests for some of the Group 4 subjects, examination papers for most subjects, taken at the end of the two-year course, as well as a variety of other tasks (essays, research papers, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic investigations and performances) spread over different subjects and completed by students at various times under various conditions during their course.

Some of these assessment instruments are used formatively during the course, for internal assessment purposes, as well as summatively at the end.



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#### **Assessment Criteria**

Subject teachers present the assessment criteria of their subject early in the programme, and these are furthermore easily available for parents and students in the subject briefs on the school homepage. Assessment tasks are marked according to these criteria so that students, teachers and parents are clear about the progress of the learner.

#### **Moderation**

Where there is more than one subject teacher, internal moderation takes place to ensure consistency of marking in accordance with the published IB marking cri

#### **Appendix 1: EY (PYP)**

- ✓ Base-line testing is carried out by the classroom teacher, once per term.
- ✓ JAM Math assessments are completed in Terms 1 and 3.
- ✓ On-going observational assessments; through tasks, verbal feedback and group interaction. Information and photographic evidence is collated and put into individual portfolios.
- ✓ Clear Learning outcomes for all Units of Inquiry that are assessed using anecdotal observations, pictures and teacher judgment.
- ✓ EY2 are required to complete a benchmark reading assessment in Term 3.
- ✓ Formal Report Cards are distributed two times per year.
- ✓ Student-led conferences. Students demonstrate and discuss with their parents and teachers, units they have completed and what they have learnt.

#### **Appendix 2: PYP**

##### **Formative Assessment:**

A formative assessment is any assessment during the instruction of the unit that would provide teachers, and students with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit.

##### **Summative Assessment:**

A summative assessment is given at the end of a unit to allow students to show what they have learned and to provide feedback to the teacher on how well objectives of the unit were reached. The summative assessment expectations should be known by the students before the unit of study begins.

##### **Student Self-Assessment:**

Students will use self-assessment throughout their time at Emirates International School – Meadows to reflect on their development as international citizens and their understanding of the learner profile and attitudes. Within the context of units of inquiry they will assess their knowledge of central ideas, lines of inquiry, and concepts. Students will reflect on their growth as learners by examining their own skill development and setting goals accordingly.

##### **Peer Assessment:**

Students will assess their peers' understanding and progress throughout the learning process, to encourage progress toward goals. Peer-assessment should include reflection on the learner profile, attitudes, and effort. Peer-assessment should serve as a catalyst for improvement and it will include:

- Language skills - reading, writing,
- Listening and speaking, viewing and presenting.
- Mathematics skills.

##### **IBO PYP Assessment link:**

<http://www.ibo.org/programmes/primary-years-programme/curriculum/assessed-curriculum/>



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#### Appendix 3: MYP

In the MYP, assessment is based on *criteria*. Each subject has four 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 but more often, only up to three criteria apply. Student work is evaluated by giving the task a level of achievement in one or two criteria.

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. All students should have a copy of the criteria and level descriptors in their books. All classrooms should display the criteria.

Some assignments in MYP are *formative* assessment tasks and some are *summative*. Report grades use the MYP 1-7 scale where 1 is the lowest and 7 is the highest.

All work completed by the MYP students in years 7 to 10 is **internally** assessed by teachers. The school organizes relevant, authentic assessment according to the objectives published in the subject group guides.

Work completed by pupils in Year 11 goes towards their MYP diploma. This is a combination of e-Assessments (externally marked tests) and e-Portfolios (coursework/project based work, which is sent for external moderation); a Personal Project and fulfilling their Service and Action requirements. The highest possible value is 28 points.

#### **IBO MYP Assessment link:**

<http://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>

#### Appendix 4: DP

At EIS-M, all students in Grades 12 and 13 study six academic subjects (and Muslim students also take Islamic Education). Those students intending to study for the *International Baccalaureate Diploma* must choose subjects that fulfill those requirements as well as the core requirements for the Diploma as outlined in the next paragraph.

Most of the academic subjects are offered at two levels, higher level (HL) and standard level (SL). In order to be eligible for the IB Diploma, students must take at least three subjects, and at the most four subjects, at higher level and the rest at standard level, as well as studying the core subjects - Theory of Knowledge (TOK), writing an Extended Essay and completing the CAS Program.

By its very nature, formal DP assessment is summative assessment, designed to record student achievement at, or towards the end of, the course of study. It should be noted, however, that many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. This is particularly true of the internal assessment tasks.

Each subject must work towards completing a set of criteria outlined within the syllabus. These criteria are assessed through the implementation of Final Examinations, Internal Assessments and Practical Work, depending on the nature of the subject. The cumulative grade is determined once all assessment components are submitted and a grade level is awarded for each subject. The grade scale awarded is numerical with 1 the lowest value and 7 the highest. These values are added together, for all 6 subjects, in order to determine an IB score. The highest possible value is 42 points, plus a further maximum of 3 points for achievements in Extended Essay and TOK. CAS is awarded with a pass/fail grade, which is determined by the satisfactory completion of essential learning objectives.

#### **IBO DP Assessment link:**

<http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>



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#### Appendix 5: National Agenda Parameter

- KHDA has introduced the UAE National Agenda Parameter, which requires all schools to participate in international and external benchmarking assessments on an annual basis other than TIMSS and PISA, and use them to monitor their progress in meeting their individual UAE National Agenda targets.
- DSIB will be evaluating the impact that the results and the findings from the National Agenda Parameter are having on the quality of education offered.
- EISM is using the following international benchmarking Assessments:
  - ❖ PISA
  - ❖ TIMSS
  - ❖ GL ASSESSMENT CAT4
  - ❖ ACER IBT
  - ❖ CEM ALIS

Details of the external assessments will be communicated to all stakeholders when the testing and/or reporting takes place.