

# Assessment Policy



*This Assessment Policy will be reviewed periodically to ensure its relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.*

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## Introduction

The MYP Definition of Assessment states that:

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria.

MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunities for students to exhibit transference of skills across disciplines

- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

## Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

### IB Learner Profile

The IB learner profile is a set of attributes that the IB aspires to develop in students. These attributes are to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

### Policy Statement

The Falcon School firmly believes in the promotion of the IB learner profile attributes. As such, the following Assessment Policy has been established to guide and support students, teachers, and others in how assessment is used as a tool to collect, interpret and analyze information about achievements and performance to improve teaching and enhance learning. Assessment is seen as an integral part of teaching and learning; it recognizes achievement and effort, shows progression, and provides sufficient evidence that can be monitored.

### 1. MYP Assessment Criteria

The MYP assessment criteria across subject groups are summarized in the table below:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and Literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Listening (Comprehending spoken and visual text )	Reading (Comprehending written and visual text)	Speaking (Communicating verbally)	Writing (Communicating using written language)
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically

<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

## 2. MYP Assessment Tasks

A variety of assessment strategies may be used to develop suitable and appropriate performances of understanding. Tasks, which target MYP objectives, are broadly represented by the following list.

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic (through various media)

The MYP subject-group guides (available from the IB) provide more information on assessment tasks and their applicability to certain criteria.

Generally, MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in our school. These assessments encourage teachers to monitor students' developing understanding and abilities throughout the programme.

Each unit of each subject includes formative and summative assessments that are planned at the beginning of the unit. All essential elements are assessed: knowledge, concepts, skills, service and action. Learners are informed of the purpose and means of assessment.

## 2.1 Formative Assessment

Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Tools and Strategies for Formative Assessment include: Rubrics, Checklists, Exemplars; Anecdotal Observations, Performance, Process-focused assessment, Selected response (quizzes & tests), Open-ended tasks

## 2.2 Summative Assessments

These generally occur at the end of the teaching and learning process. Summative assessment allows students to demonstrate their understandings in actions and demonstrate a range of knowledge, conceptual understanding and skills. It also allows them to base their learning on real life experiences that can lead to further inquiries. It provides information for parents and teachers on the progress of the student and what has been learned. Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject- specific assessment criteria (see below).

## 3. MYP Levels of Achievement

The Overall Level of Achievement (OLA) is the end of the year grade out of 7 based on overall performance across all the assessment criteria for a subject. Throughout the year, teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes, all criteria in the subject are applied to an assessment, but more often fewer criteria are assessed per task. Only assessments that are criterion-related are entered as grades to be applied towards the OLA. By the end of the year, students will have completed enough assessment tasks for each criterion in every subject to be assessed.

To explain the evolution of an OLA, we shall follow the creation of a Mathematics OLA for an S2 (MYP Year 2) student named Darya. There are four criteria in Mathematics. After the first term, Darya has at least 1-2 grades in all 4 of the Mathematics criteria. In Mathematics Criterion A: Knowing and Understanding, Darya has 4 pieces of evidence (marks).

*Mathematics Criterion A: Knowing and Understanding (Achievement levels)*

	<b>Unit Rates</b>	<b>Percent</b>	<b>Representing and Reasoning about Ratios</b>	<b>Dividing Fractions by Fractions</b>
<b>Darya</b>	3	3	6	6

Darya’s teacher will then make a professional judgment on the criterion level of achievement for her in this criterion. **This is not an average of all of the marks for this criterion**, but a professional judgment based on patterns in the data, the development of that student, and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the assessment period. As a result of Darya’s consistent improvement over the semester, she would receive a criterion level of achievement of 6 on a scale of 1 to 8 for Mathematics in Criterion A.

But, how do criteria marks become a final OLA with a top grade of 7? The process of determining criterion levels of achievement is done for all criteria in every subject. In each subject the 4 criterion levels of achievement are then added together to give a Criterion Levels Total. This total is then compared to the Grade Boundaries Table published by the IB to give the student a final grade from 1 to 7 for that subject for the assessment period. Darya’s level 6 in Mathematics Criterion A would be added to her criterion level of achievement in the other 3 Mathematics criteria, which would give her a Criterion Levels Total of 21. As a result, Darya would be deemed to have reached level 5 for her final OLA in Mathematics (See below).

***Darya: Mathematics***

<b>MYP Mathematics Criteria</b>	<b>Term 1: Level of Achievement</b>
Criterion A: Knowing and Understanding (max 8)	<b>6</b>
Criterion B: Investigating Patterns (max 8)	<b>6</b>
Criterion C: Communicating (max 8)	<b>4</b>
Criterion D: Applying Math in Real World Contexts (max 8)	<b>5</b>
<b>Criterion Levels Total (max 32)</b>	<b>21</b>

***IB Published Mathematics Grade Boundaries***

<b>Grade (OLA)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Boundaries</b>	1-5	6-9	10-14	15-18	<b>19-23</b>	24-27	28-32

MYP assessment differs from other assessment models in that it is not based on a “bell curve” distribution of scores, and is neither percentage graded nor letter graded. Students are not ranked against others in their class or year group. MYP assessment emphasizes **individual achievement**. Students are encouraged to

reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

What does Darya's OLA 5 in Mathematics really mean? Below are the IB General Grade Descriptors for each grade. To fully understand student achievement, it is important to focus on all the individual criterion scores as these highlight a student's strengths and weaknesses in the subject.

<b>OLA</b>	<b>MYP General Grade Descriptors</b>
<b>7</b>	Produces high quality, frequently innovative work. Communicates comprehensive 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.
<b>6</b>	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.
<b>5</b>	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 situation.
<b>4</b>	Produces generally good quality work. Communicates basic understanding of most concepts and contest 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.
<b>3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding 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.
<b>2</b>	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 applies knowledge and skills.
<b>1</b>	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.

#### 4. Success Criteria

For MYP students to be successful in passing the academic year:

- The student may not fall below level 3, and is expected to gain at least level 4 in each of the 8 subject groups.
- The student must achieve at least a total of 30 from all grades.
- The student must complete one interdisciplinary unit per year.
- The student must fulfil the action as service requirements.

<b>If the student:</b>	<b>Consequence</b>
achieved less than level 3 in 1 subject	Assessment re-take in July and if below standard he/she will complete catch-up course
achieved less than level 3 in 2-3 subjects	Catch-up courses and make-up assessments in the subjects
achieved less than level 3 in more than 3 subjects	Catch-up courses and make-up assessments in the subjects. If below standard, he/she will be required to repeat the year

*Note: The following refers to the award of the MYP Certificate, to be introduced in subsequent years. It is included in the current policy document for information:*

The *MYP Certificate* will be awarded when all conditions have been met, as described below.

A candidate may register for any number of subjects (including arts, physical and health education, and design), but only six subjects contribute to the award of the *MYP Certificate*. A candidate must also register for the personal project and an interdisciplinary on-screen examination. If a candidate takes more than one subject from the same subject group, the highest grade will count towards the *MYP Certificate*. Where a candidate chooses to take multiple subjects from arts, physical and health education, or design, the highest single grade from these subject groups will count towards the *MYP Certificate*.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the *MYP Certificate*.

- Language and literature
- Language acquisition (or a second language and literature)
- Individuals and societies
- Mathematics
- Sciences

- One subject from arts, physical and health education, or design

The IB will award an *MYP Certificate* to each candidate who has:

- gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the personal project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for service as action.

Any subjects in addition to the six that contribute to the award of the *MYP Certificate* will also be indicated on the accompanying *MYP Course Results* document. Any additional subjects will not contribute to the *MYP Certificate*, so the *MYP Course Results* document will not indicate the total number of points achieved.

A candidate cannot be registered for assessments as an anticipated candidate prior to the "Certificate" session.

A candidate who attempts the *MYP Certificate* but does not attain it will receive the *MYP Course Results*. This document will record what a candidate has achieved and will not indicate assessments where no grade has been awarded or non-completion of the community service requirement. Similarly, there will be no indication that the candidate has not achieved the *MYP Certificate*.

## **5. Service as Action Learning Outcomes**

There are seven outcomes prescribed by the IB. Students keep in mind that they will need to choose one or more of the following outcomes, think about them while working on the activity. Next, they are required to reflect on them. These reflections are kept as a Service Journal by the student, and monitored by the service coordinator.

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

- Awareness: Become more aware of your strengths and areas for growth
- New skills: Undertake challenges that develop new skills
- Initiative: Discuss, plan and evaluate student-initiated activities
- Commitment: Persevere in action
- Collaboration: Work collaboratively with others
- Global value: Develop international mindedness through global engagement, multilingualism, and intercultural understanding



- Ethics: Consider the ethical implications of your acts.

## 6. Assessing the Learner Profile Attributes

At the Falcon School, students are expected to model the IB Learner Profile attributes.

- Students will be introduced to a minimum of two learner profile attributes per unit, to be reflected upon by the students
- Form Teachers will reflect on the students' demonstration of the learner profile attributes on the students' reports.

## 7. Assessing Approaches to Learning Skills

ATL skills are assessed in the course of teaching a unit. There are 4 levels of expectation for each skill: *Novice*, *Learner*, *Practitioner*, and *Expert*.

**Novice/beginning**— students are introduced to the skill, and can watch others performing it (observation)

**Learner/developing**— students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

**Practitioner/using**— students employ the skill confidently and effectively (demonstration)

**Expert/sharing**— students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Students are graded according to whether they are *Below*, *Approaching*, *Meeting* or *Exceeding* the level of expectation for their year group.

*See the Falcon School ATL Skills Handbook for specific information about Levels of Expectation.*

## 8. Recording

All formal assessments carried out in class are recorded as follows

- Teachers choose the strands of each MYP objective to be assessed in each unit. Accordingly, they record those strands in an excel sheet to document assessments. This allows the learner's progress to be tracked, as well as contributing to guiding the teaching and learning process.

- Teachers use anecdotal notes as a recording tool when assessing what the learners understand (concepts), what they can do (skills) and what they feel, value and demonstrate (attitudes).
- In addition, teachers keep different evidence for the recorded achievements, including, but not limited to: students' written work, pictures taken, recorded videos and audios.
- Portfolios may be used as a record of students' involvement in learning. They are used to show evidence of the students' learning and to monitor their progress.

## **9. Reporting**

Reporting is carried out through the Schoolbase Information Management System. Academic achievement and ATL Skill levels are recorded on Report Cards.

Dates are set for parent teacher meetings after parents have had access to assessment reports (twice yearly, once in November and once in February). Parents are invited for a short meeting with each teacher to discuss their child's progress and to agree actions for improvement.

## **10. Moderation of Students' Work (Standardization)**

Standardization is carried out for:

- Summative assessments
- Unit tasks (task descriptors against assessment criteria)
- Unit tasks against unit objectives
- Types and timeliness of assessment

Standardization happens a minimum of once a semester in each subject area, and is carried out where a department has two or more teachers. Where there is a single teacher in a subject, a teacher from another subject area (or the MYP Co-ordinator) will volunteer to share tasks for standardization. During collaborative meetings, teachers collect samples of assessed student work, unit objectives, sample tasks, and lists of task types to drive the process of standardization. Discussion should revolve around how the other teacher would have assessed the work. Outcomes should be documented with notes, or marked on unit plans for record keeping and future use.

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