



EISM Teaching and Learning Policies

Assessment



EIS-M Assessment Policy

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

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

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.

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 and to make future improvements
- 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.

Assessment within the Early Years (PYP) – Phase 1

- At EISM we assess students against the UK Early Learning Goals, progressing from the Ages and Stages in the Development Matters program of learning. These assessment stages are then matched appropriately against the PYP Scope and Sequence in Language, Maths and Science so that our students are thoroughly assessed against a rigorous, robust yet holistic framework ensuring we gain a well-rounded picture of every child.
- The Use of Seesaw Online Learning Journal ensures an Online Portfolio of Student work is kept for each student where all stakeholders can comment on evidence from students learning.
- Baseline testing is carried out by the classroom teacher at the start of Term 1 – This is particularly focused on in the Early Years where teachers use the Baseline Assessment to set ELG Progress Targets and Measures.
- On-going observational assessments; through tasks, verbal feedback and group interaction. Information and photographic evidence is collated and put into individual portfolios where teachers will make comments and observations based on the criteria set out in the Early Learning Goals.
- Clear Learning outcomes for all Units of Inquiry that are assessed using anecdotal observations, pictures and teacher judgment.
- Phonics Assessments are carried out every 6-8 weeks to ensure that children are placed in the appropriate streamed Phonics Group according to their knowledge and application of 'Letters and Sounds'.
- EY2 are required to complete a benchmark reading assessment in Term 3 in order for their Year 1 Teacher to appropriately match their home reading book to their reading age.
- Formal Report Cards are distributed two times per year and shared with parents via ManageBac.
- Student-led conferences. Students demonstrate and discuss with their parents and teachers, units they have completed and what they have learnt showing and commenting on the work that they are most proud of and most importantly explaining the reasons 'why' they have chosen specific pieces.

How often are the assessments?

- Summative assessments are conducted as per the individual subject needs. These will depend upon the criterion that is to be assessed
- Within each semester every subject area will have assessed each criteria at least once in a summative fashion

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 teacher feels that a 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 contact 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 differentiated tasks
- Summative tasks may be differentiated in ways that allow students to complete the activity in a way that suits their learning preferences
- If a student is receiving a modified semester grade, the report will read as 'these achievements are based on modified tasks'

Who are identified as underperforming students?

- Students who are receiving achievement levels lower than their potential as highlighted through the use of external assessment data as well as our internal data records are considered to be underperforming students
- After each assessment teachers will be contacting parents of students who are underperforming and opportunities for a re submission of work are provided

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 criteria.

IBO PYP Assessment link:

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

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.



Appendix 1: IB Assessment Philosophy

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.

Assessment: 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.

External benchmarking is carried out to set targets and inform on performance. CAT4 data provides MYP predictor levels for the students and the GL series assessments align these in the core subject areas.

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

Assessment: 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 awarder 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.

External benchmarking is carried out to set targets and inform on performance. ALIS data provides DP predictor levels for the students.

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

Assessment: 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
 - ❖ GL ASSESSMENT – PTE, PTM and PTS series
 - ❖ CEM ALIS
 - ❖ NWEA MAP
- All students are set personalised learning targets in relation to growth areas identified by NAP Testing in MAPs (Years 1 -3) and GL Progress Tests (Years 4-10).
- All students receive personalised teaching provision in relation to CAT4 learning preferences highlighted in Scatter Graphs.
- All students to have an individual 'Growth Profile' that highlights student's areas of strength, areas of growth, Scatter Graph profile (MAP/CAT4) and Learner Profile Strengths.
- Details of the external assessments will be communicated to all stakeholders when the testing and/or reporting takes place.