Emirates International School, Jumeirah

Assessment Policy

"giving young minds the right environment to grow"

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Executive Summary

Title of Document	Key Points
Assessment Policy	Rationale is linked to the belief assessment is a fundamental practice to support and enhance the learning experiences of our students, and is in line with the requirements and philosophy set by IB Programme Standards and Practices.
	- Assessment promotes individual excellence and accounts for a variety of learning styles. - Describes the connection between all stakeholders: Assessment also enables on-going collaborative reflection between the students, teachers and parents, enabling each to become a partner in the learning process.
	Eight steps have been identified in order to describe Assessment for Effective Learning patterned around the policy which *gives young minds the right environment to grow*
	Assessment strategies and tools within the IB are described in detail from Summative, to Formative through the lens of each programme, highlighting informal and formal assessment.
	A breakdown of the PYP, MYP, CP and DP assessment strategies and tools which are embedded within the EISJ Assessment policy are described in sufficient detail for an educational practitioner to embed in their classroom practice.
	The assessment component in the School's curriculum has been broken down into three closely related areas: 1. **Assessing** - how we discover what the students know and have learned using internal and external assessments. 2. **Attainment** how we collect and level attainment across the school 3. **Progress** - How we analyse data to maximise impact on learning 4. **Reporting** - how we choose to communicate information.

Philosophy

Our Assessment Policy is in line with the requirements and philosophy set by IB Programme Standards and Practices (see Appx 1). We believe assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment, the evaluation of performance, is an integral part of learning, not separate from it. By recognising each person's unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers and parents, enabling each to become a partner in the learning process.

The Assessment policy *gives young minds the right environment to grow* by:

1. Enabling students to gain a clear understanding of their personal learning journey. To understand and record what they have already achieved, what they are trying to achieve currently and what they need to learn in the future.
2. Creating high quality performance data provides a clear picture of all students' abilities, the rates of progress and attainment levels for individual students and specific key groups in the school.
3. Enabling more accurate planning to meet the needs of all individuals and groups of students.
4. Enhancing the communication given to students and parents when assessing students' work.
5. Ensuring accuracy of attainment levels and the rates of progress being made.
6. To enable teachers and other professionals to use assessment judgements to plan work which accurately reflects the needs of individual students.
7. To provide regular information for parents which enables them to support their child's learning.
8. To provide the information which allows school leaders and governors to make judgements about the effectiveness of the School, and to evaluate the School's performance against its own previous attainment over time and against national/international standards.

Assessment Strategies and Tools

General
The school uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching and learning. Assessment practices will be reviewed regularly in light of the IB Standards and Practices.
Students are expected to meet all assessment deadlines and should have pre-approved extended deadlines if they are not able to submit work on time.

Culminating activities which includes the Exhibition in the PYP programme, Personal Project, the completion of the Action and Service programme requirements and e-assessments in the MYP, the Extended Essay, TOK presentations and the CAS program in the DP, Reflective Project, Language Development, Service & Action and Personal & Professional Skills programme will be completed by all students to meet the requirements for the MYP Certificate, the IB Diploma and the IBCP respectively.

Students are expected to follow the standards and expectations from the IB related to academic honesty when submitting all assessment work. Please refer to the Academic honesty policy for further guidance.

Diagnostic assessment and Benchmarking

Is often undertaken at the beginning of a Unit of Inquiry/unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class. Informs programming and planning, and learning and teaching methods used, as well as assessment choices.

Summative assessment

- Summative assessments will be moderated within departments following standardisation to ensure consistency in grading, when there is more than one teacher.
- Appropriate summative assessment will reflect collaborative planning and the development of the same assessments for units of study within each subject area objectives which are appropriate to the students age. The same shall apply for formal summative examinations where they are age appropriate.
- Student assessment will be completed according to explicit criteria established at the beginning of each unit of study and assessed using published rubrics.
- Identify International Benchmarks (CAT 4)
- Provide age standardised information (GL Progress Tests, TIMSS, PIRLS, PISA, ACER iBT, NGRT Reading Assessments)
- Provide end of phase test data against which the school will be judged
- Provide information about cohort areas of strength and weakness to build from in the future

These assessments enable us to moderate our on-going teacher assessments, identify areas of strength and areas for development. In addition, they provide the school with the ability to compare the standards achieved in school with both national and international standards. This enables the School to ensure it is on track to support the Dubai vision.

Formative assessment

Is the practice of building a cumulative record of student achievement. Usually takes place during day to day learning experiences and involves ongoing, informal observations throughout

the term, course or unit of study. Is used to monitor student's ongoing progress and to provide immediate and meaningful feedback, which should be evident in student copybooks and/or on Managebac and project work. Formative assessment is used to assist teachers in modifying or extending their programmes or adapting their learning and teaching methods to meet the needs of all learners. Is very applicable and helpful during early group work processes.

- MYP, DP and CP students will be assessed academically as well as in terms of the Learner Profile or ATL skills, as appropriate to ensure holistic development in all subject areas.
- PYP will be assessed academically via the Signs of Success and holistically using the Learner Profile/ATL skills

Informal assessment involves:

• systematically observing and monitoring students during in class learning and teaching experiences
• interacting with students to gain a deeper knowledge of what they know, understand and can do
• circulating the classroom and posing questions, guiding investigations, motivating and quizzing students
• providing opportunities for students to present or report upon their learning and teaching experiences
• collecting, analysing, and providing feedback on in and out of class work samples (e.g. how their group work projects are progressing).

Formal assessment involves:

 The use of specific assessment strategies including, but not limited to: essays, exams, reports, projects, presentations, performances, laboratories or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolios to determine the degree to which students have achieved the learning outcomes and mastering of ATL skills.

- Assessment may be undertaken individually or as part of a group task for some subjects.

PYP:

Assessment Strategies

- Observations All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non participant (observation from without) to participant (observing from within).
- Performance assessments The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

- Process-focused assessments Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
- Selected responses Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- Open-ended tasks Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Assessment Tools:
- Signs of Success An established set of learning outcomes for all curriculum areas that allows for student agency, peer, self and teacher assessment. The outcomes are scaffolded from the broader objectives in the scope of sequence and are in 'student speak'.
- Exemplars Samples of students' work which serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks appropriate and usable within their particular school context.
- Tracking data sheets These are lists of data, attributes or elements
- Anecdotal records 'The Story of My Class' includes data and anecdotal information which reflects class composition. This feeds into the Year group Well-Being Registers and the Emirati Registers which include data and anecdotal evidence
- Continuum These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

MYP

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

ePortfolios: Arts, Design, PHE
Students prepare a portfolio of work between November and March of Year 11 - A typical ePortfolio summative assessment will comprise 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, standardised by other teachers within EIS and then externally moderated.

eAssessments: Language Arts (English A, Arabic A), Maths, Sciences, Individuals and Societies, Language Acquisition, IDU

Each on-screen exam comprises 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 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 at the start of term 3 in Year 10 and completed in November in Year 11.

MYP Years 7-10

Throughout MYP 1-4, Years 7-10 students work on a range of formative and summative assessments that are developed using the unit and assessment objectives from each subject group. All assessment forms such as written assessment, group/individual projects; presentations, models, role plays, experiments are all communicated to the students on task-specific rubrics with the MYP assessment criteria clearly displayed.
Students are formally assessed on each strand of the four criteria twice in each academic year, in all subjects based on the preparation received through ongoing, formative inquiry tasks in lessons.

DP & CP

Years 12 and 13
The DP is a two-year programme culminating in external examinations at the end of Year 13. IB assessment criteria will be followed from the beginning of the course. Grade Boundaries are determined, by the Head of Department, to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas. Formal examinations are held twice during the first year; a mock exam is held mid-year in the second year (DP 2) and the external exams are held in May. All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Alternatively the IBCP is also a two year programme that incorporates both DP style assessment for 3 subjects and has internally assessed portfolios for components of the CP core. The Career related study is assessed using prescribed objectives, students are awarded three tier grading Pass, Merit and Distinction for all assignments. These are assessed using both written assessment and experiential learning opportunities such as work experience. Students' assignments are externally verified by Pearson in January and June.

Internal and External Assessment procedures IBDP/ IBCP

A calendar of internal school deadlines is produced for each school year and published on the school's digital platform, Managebac, for all students and teachers to access. This will be done collaboratively with all IB Diploma and Career related programme teachers, the IBDP & IBCP coordinator and students. The calendar will show when mock examinations and external IB examinations take place. It will also show deadlines for internally assessed work and externally assessed work. Students are responsible for meeting internal deadlines as set by the school and for maintaining a high record of attendance.

Internal Assessment

Internal assessments are mandatory pieces of student work completed during the two years of the DP / CP programme that focus on skills as well as the subject content. Examples of this type of assessment include, but are not limited to, oral presentations in Language A and B, individual investigations and solutions in Group 3 and 4, mathematical investigations in Group 5 or Theory of Knowledge presentations.

Internal assessments provide students with opportunities to show mastery of skills outside of final examinations. Teachers familiarize students with the relevant requirements, assessment criteria, academic honesty principles while ensuring   that internal assessment is woven into normal classroom teaching. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

EIS-J High school IB teachers use the EIS-J High school IB calendar to maximize student achievement and minimize student stress. The due dates for IB internal assessments are established in consultation with EIS-J High School IB teachers in order to spread out the workload of the IB Diploma Programme over the two years and avoid overlap. Whenever possible, no student shall write more than two formal examinations in one day.

The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Internal assessments are assignments that contribute to the students' IB score for that subject but they can serve as classroom assignments which contribute to the students' school grades as well. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.
For the Career Related study in the IBCP, students' work is sampled by an External Standards verifier at least once per academic year.

Assessing, Recording and Reporting.

The assessment component in the School's curriculum can itself be subdivided into three closely related areas.

Assessing - how we discover what the students know and have learned using internal and external assessments.

Internal end of unit assessment, rubrics in primary and secondary, teachers' judgments guided by **mandated criteria which are public, known in advance** and precise, ensuring assessment is transparent, taking into account any progress made.

External Assessments - are carried out throughout the year. There are external requirements from IBO and the KHDA.

KHDA requirements

The KHDA has introduced a method to help schools measure and monitor their progress towards achieving their individual UAE National Agenda targets. It requires all schools to participate in international and external benchmarking assessments, other than TIMSS and PISA, on an annual basis.

GL Assessments - PYP and MYP
Progress Test Series - designed for use year on-year, supporting teachers in identifying current levels of attainment against the national average, and tracking their students' progress.
- Progress Test in English (PTE) - a test of students' technical English skills (spelling, grammar and punctuation) and reading comprehension.
- Progress Test in Mathematics (PTM) - designed to assess students' mathematical skills and knowledge.
- Progress Test in Science (PTS) - assessment of students' science knowledge

CAT4 - Cognitive Ability Tests - Years 4,6,7,9 and 12

Assess students' cognitive ability and likely academic potential, pinpoint gifted and talented students and underachievers.

IBT - International Benchmarking Tests - Arabic A
The International Benchmark Tests helps students and schools benchmark their performance in Arabic A against students in their own school,in their country and in a range of others countries from around the world

TIMMS - Year 5 and 9 only
The **Trends in International Mathematics and Science Study** (TIMSS) provides reliable and timely data on the mathematics and science achievement of students compared to that of students in other countries.

PISA - Year 11 only
PISA evaluates education systems worldwide by testing 15-year-olds in key subjects. The focus of PISA is English, Mathematics and Science.

Attainment

Accuracy

Accuracy is key to successful assessment and the awarding of attainment levels. To ensure accuracy several factors must be taken into consideration:

External factors:

1) How do the marks given compare to the student's standardised assessments, for example, CAT 4 indicators/predictors?

2) Is there a correlation between internal formative assessment and the summative assessments from IBT testing (Arabic A only); if there are differences, why might that be the case?

3) What feedback has been given by the IBO in relation to assessment?

Moderation:

Several stages of moderation should be taken into account when assessing the accuracy of achievement levels. This is especially important when using criteria that external data may not be able to inform on.

- Self-Assessment – How does the student rank themselves when given the assessment criteria
- Peer Assessment – Do student's peers agree with the student's self-assessment?
- Teacher Assessment – How does a teacher's mark compare with the first two steps and the external factors?
- Departmental Moderation – How do grades compare between teachers of the *same subject?*
- Interdepartmental Moderation – How do grades compare when compared to teachers in the *same subject group?*
- Schoolwide Moderation – Do a student's grades reflect their achievement in other subjects.
- External Moderation – How does the school's marking compare with IB moderated grades over time?

Student levels are reported to areas referring to our internal IB standards of assessment. For national test results, in which students participate, the level is converted to a PYP level. The below table highlights the conversions.

These results support teachers with attributing an attainment standard to each child and using this as a benchmark (termly and yearly) to measure progress.

School Grading System - Years 1 - 13

EISJ Level	1	2	3	4			5	6	7
EISJ Statement	Below age related expectation			Inline with age related expectation			Exceeding age related expectations Exceeding		
SAS Bands CAT4 Progress Tests	<74		74 - 88	89 -96	97 – 104	104 - 111	112 – 118	119 – 126	>126
Stanine	1	2	3	4		5	6	7	9

Student Progress

Tracking student performances – student progress
The school is firmly committed to ensuring all students make above expected progress from their respective starting points when they join the school. Their performance is tracked termly and annually. The purpose of tracking student performance is to:

- Monitor academic standards.
- Ensure teachers always know the point a student has reached in their learning.
- Use this information to plan future learning opportunities pitched at an appropriate level of challenge.
- Know which students require additional support and intervene accordingly.
- Know which students require additional challenges and provide these. Be aware of students' rates of progress and evaluate the reasons for this.

Targets and Target Setting – student performance targets
- Targets are set in September and put before SLT who confirm and agree. The targets once 'signed off' are shared with the whole staff, students. Parents will be informed of the students' targets and their progress towards them. Staff are provided target data in the form of class sets - students and parents are made aware of their targets and are shared in writing. The targets are reviewed every half term against progress to ensure they are current, challenging and support the whole school aims.
- Targets are NOT static. They are reviewed and modified half termly. Where students are performing beyond expectation, targets will be moved up, where students are struggling, support plans will be put in place. **Student targets must not be reduced** unless agreed by SLT. Student targets should reflect individual baseline assessment , and incorporate and reflect any barriers to learning. It is important targets are realistic, and help student and teacher motivation.
- Targets are monitored regularly by SLT and where concerns are raised, the relevant middle leader will be informed and expected to report back with action plans to address underperformance. This can be for individual students as well as whole class groups.

Tracking student performances – tracking systems
- A record of every student's academic performance will be kept on MSchool and a school wide data sheet.
- Data held on MSchool is regarded as the core set and analysis of school data must originate from this master set.
- Trackers will assist school leaders in:
  - Monitoring academic standards.
  - Analysing the performance of individuals and different groups of students.
  - Ascertaining individuals, groups, classes or cohorts who require additional support
  - Allocating additional support to students in an equitable way, on a need related basis.
  - Discussions with parents regarding progress being made by an individual.

- The Middle and Senior leaders utilise the class teacher reports, the assessment data and target trackers to carry out an analysis of the data each term. This information is utilised to inform the following:
  - School Self Evaluation
  - Termly Raising Attainment Plan (RAP) and National Agenda Action Plan/SIP
  - Continued curriculum development
  - Termly data report to the School staff
  - School Improvement Plan
  - Review of Targets
  - Implement relevant intervention enhanced support

- This information is also used by Middle Leaders and class teachers to:
  - Analyse the progress and attainment of their students.
  - Moderation of standards
  - Target-setting and review
  - Recording (inc. L.O. and S.C.)
  - Reporting (when/what/how)
  - Compare the progress and attainment of different groups: AEN/SEND/G&T/EAL/ELL/Gender/Emirati

Note: Moderation
  - Regular moderation of assessments takes place each term to ensure consistency of standards in attainment and progress.
  - Moderation takes place internally within year groups, subjects/departmental groups.

The following scale will be used to assess the progress of each child.

Upper Band will be determined by the academic team of each school.

Target (Set as grade/level attained the previous year)	End of year grade/level	Progress
Upper Band	Upper Band	Better than expected progress
Grade increases by at least one		Better than expected progress
Grade stays the same		Expected progress
Grade decreases by at least one		Lower than expected progress

Reporting - how we choose to communicate information.

Reporting of student assessment will be completed using a report card consistent with the aims of the IB PYP, MYP, DP and IBCP, Reports will include written teacher feedback on student progress and targets for further development. These report grades are based on holistic judgements from teachers, about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent, taking into account any progress made. Formal reports will be issued to parents in November, January and June in the High School and December and June in the Primary School. Formal parent teacher student conferences to discuss learning progress and attainment are held in Terms 1 and 2.

Giving Feedback

Feedback has been repeatedly shown to be the single most effective strategy in improving learning. Feedback can come in many forms, but consistency and student engagement are critical.

Feedback on Formative Assessment
Feedback on formative assessment is often verbal but should be supported by written feedback. An attainment level must never be given, but the feedback must take a form which allows the student to take their next steps on their learning journey. In order for that to happen, the student must demonstrate understanding and engagement with the feedback and be able to apply the concept independently into different situations.
When feedback is oral the student must reflect and show understanding in a way which is demonstrable. For this to happen the following should be applied:
·   The student reflects on the feedback and applies it to future work
·   A record of this is kept by the student (this can take the form of written or recorded reflection, online or in their copy books and is task dependent)
·   This work should be done as part of their preparation for the next lesson and summative assessment.
·   Action on their feedback should be evident in their next lesson and noted by the teacher.

Feedback on Summative Assessment
Feedback on summative assessment must always be written and a record kept on Managebac. The feedback should address the positives of the work (at least two) and practicable advice on how the student can move forward. The internal approach to this is using the What Went Well (WWW), Even Better If (EBI) and Targets Moving Forward (TMF) format. In addition:
● Students must formally reflect on the feedback entered on Managebac - using a departmental format for consistency.
● Identify at least two steps they can take to act upon it, it is beneficial to have criteria specific target banks.

- Ensure parents have access.

HODs check the quality of feedback from a sample in their departments on a fortnightly basis and give support to teachers where needed.

Using Feedback for Planning

Teachers must demonstrate they are acting on the assessments made (self, peer and teacher) and using this information to provide opportunities for students in future lessons including:

Incorporating tasks and activities that allow students access to the skills/knowledge/understanding they need to improve and that enable them to apply the skills they have developed to demonstrate that they are secure in their understanding.

Personalising tasks for different students based on the assessment information – some students will have the same tasks because they are at very similar points on their learning journeys.

Incorporating formative assessments that measure the impact of specific feedback.

Appendices:

IB Assessment Policy Section C4: Assessment (IB standards and practices)

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. 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 (or community project for programmes that end in MYP Year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.