



Assessment Policy

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Authors	Louise Lee Rhys Higgins Cormac O'Shea Ian Ward	PYP Coordinator MYP Coordinator DP Coordinator Principal
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Rationale

At Emirates International School Meadows (EISM), assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives may be set and students' progress expressed and monitored. This should be done in partnership with the student.

Assessment should be incorporated systematically into teaching strategies in order to chart progress and identify areas for development. Assessment supports us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Definition

Assessment is the gathering and analysis of information about student learning and achievement. We believe that each student is unique, and the information collected through assessment helps teachers to determine student strengths and areas in need of improvement. Teachers also use assessment information to adjust their instructional practices, adapt curriculum to meet the needs of all students, and evaluate the effectiveness of learning programmes. Assessment covers fields of knowledge, along with skill and social development.

Philosophy Statement

Teaching, learning and assessment are fundamentally interrelated and interdependent, and are an integral part of the teaching and learning process.

Students and teachers work in partnership to:

- Demonstrate what they have learnt.
- Assess and reflect on their progress.
- Identify specific strategies for maximising their potential.
- Assessment helps us identify the progress and needs of each student.
- Assessment references identified skills that are critical for students' future employment.

Assessment Principles

Assessment should be:

- Valid, reliable and consistent.
- Explicit, accessible and transparent.
- Inclusive and equitable.
- An integral part of programme design relating directly to the programme aims and learning outcomes.
- Manageable.
- Both formative and summative in nature.
- Focused on the promotion of learning, facilitate improvement and provide timely feedback.

Aims of Assessment

- To provide information to identify and support the next steps in learning and teaching, and inform planning for improvement or progression.
- To gather information about the attainment of individual students, groups and cohorts so that it can be used to inform target setting.
- To analyse the attainment of individuals, groups and or cohorts of students.
- To track individual progress against age-related expectations.
- To provide data to inform school improvement planning, measure school performance and effectiveness.

As an IB school, our Assessment Policy outlines the principles, procedures, and expectations regarding the assessment of students in the International Baccalaureate (IB) program. This policy addresses the rights and responsibilities of the school community and provides guidelines for internal assessment practices.

Rights and Responsibilities of the School Community:

- 1. Right to Fair Assessment:** All students have the right to fair, objective, and unbiased assessment that accurately reflects their knowledge and skills. Assessments should be free from any form of discrimination or bias.
- 2. Right to Transparent Assessment Criteria:** Students have the right to be provided with clear and transparent assessment criteria and rubrics, which outline the expectations for each assessment task.
- 3. Right to Timely Feedback:** Students have the right to receive timely and constructive feedback on their assessments, allowing them to understand their strengths and areas for improvement.
- 4. Right to Privacy:** Students' assessment data should be treated with confidentiality, and their personal information should be protected in accordance with data privacy regulations.
- 5. Right to Appeal:** Students have the right to appeal the results of assessments, provided there is a clear and well-defined process for doing so.
- 6. Responsibility for Academic Integrity:** All members of the school community, including students and teachers, have a responsibility to uphold and promote academic integrity in assessments.
- 7. Responsibility for Preparing Students:** Teachers and administrators have a responsibility to adequately prepare students for assessments by providing relevant and appropriate instruction, guidance, and resources.

Internal Assessment Practices:

- 1. Assessment Criteria:** Specific criteria and rubrics are used for assessing different subjects and assignments within the IB program.
- 2. Assessment Methods:** Describes the range of assessment methods used, such as examinations, coursework, oral presentations, projects, and practical work.
- 3. Moderation and Quality Assurance:** Outlines the processes for internal moderation and quality assurance to ensure that assessments are consistent, reliable, and meet IB standards.
- 4. Feedback and Reporting:** Explains how feedback will be provided to students and parents, including the format, frequency, and channels for communication.
- 5. Assessment Schedules:** Provides information on the assessment calendar, including important dates, deadlines, and the weighting of assessments in determining grades.
- 6. Special Assessment Considerations:** Addresses how the school handles accommodations for students with special needs or circumstances, ensuring that assessments are fair for all.
- 7. Assessment Misconduct:** Defines procedures for addressing academic misconduct, including plagiarism, cheating, and unauthorised assistance.
- 8. Professional Development:** Explains how teachers are supported in their professional development to ensure they are well-equipped to implement fair and effective assessments.
- 9. Assessment Review and Improvement:** Describes a process for ongoing review and improvement of the assessment practices in the school, in line with IB standards and best practices.

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 at the school reflects IBO 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.

Uses of assessment

Meaningful and useful information about the students' achievement and progress transferring with the students as they move from:

Early Learners → PYP → MYP → DP

Analysis of performance in terms of cohorts or students as well as analysis of the achievement and attainment of students. This varies from year to year according to school priorities and to the characteristics of particular cohorts of students but could include:

- Emirati.
- Able, More Able.
- Higher attaining students.
- Underperforming students.
- Students of Determination.
- Boys or Girls.
- Students with English as an additional language.
- Other vulnerable groups.

EISM Principles for the use of assessment

In order for any type of assessment to have an impact on learning, we feel it must be:

- Positive.
- Manageable.
- Useful and used.
- Consistent.

Assessment must also engage the students in their own learning process; regular self-assessment and peer feedback is an essential part of this.

We aim to:

- Gain as full a picture as possible of the standards our students are attaining and the progress they are making.
- Involve the students, at all stages of the process and parents, where applicable.
- Gain evidence of learning from the process as well as the outcome.
- Allow students to have the best opportunities to show what they know, understand and can do, in a familiar supportive environment.
- Assess through observing and talking to students; presenting students with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning objectives and learning is personalised to ensure optimal challenge.
- Ensure that effective feedback takes place via self-evaluation, teacher and peer evaluation.

- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and spread them throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure feedback on learning is conveyed in a consistent manner throughout the school.
- Celebrate all achievements. Celebrating what is seen as 'non-academic' achievement raises self-esteem and increases the chance of academic success.
- Provide feedback on the use of language during assessments in order to keep developing student's language and communications skills.

Strategies for Assessment

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, students need to be actively involved. Teachers will include a variety of assessment methods from the following: This will include:

Pre-assessment

All teachers assess a learner's 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 particularly 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 feedback

- Peer feedback may happen as part of the teaching and learning process. Examples of peer feedback

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 give 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.

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 criteria are referenced.

Home Learning – frequency and duration.

The frequency and duration of home learning will be set by the section Leadership Team. The relevant leaders need to ensure that homework is issued in appropriate quantities and completion dates should be both clear and reasonable.

Tracking Student Progress

Using data from bookwork, questioning, discussion, ongoing assessments and tests, we track the progress of all students on a regular basis, this is collated and analysed through our 'data captures'. We also use this data to set targets for all students and to identify groups and individuals who require support or specific interventions.

Sharing assessment information - Reporting to Parents

Written and verbal reports to parents will identify clearly gains in skills, knowledge and understanding; these will also include where appropriate, next steps in learning.

The Principal will report regularly to the Advisory Council and Governance on standards and school improvement, including analysis of comparative data.

How we quality assure assessment practices

The school's SLT, Deputies and Heads of Section, Department and Subject leaders will ensure this policy is implemented consistently throughout the school.

All staff members participate in Professional Growth practices. The quality of assessment practices is closely monitored by leaders at all levels, who observe learning, sample work, monitor planning, analyse progress and assessment data and conduct regular professional dialogue. Subjects are monitored by those with experience in that field.

Teacher performance is reviewed by:

- Learning Visits Walks

- Reviewing all assessment data and exam results
- Reviewing student learning
- Collecting student feedback on the courses/ subjects delivered

Assessment and Teacher Collaboration

It is expected that when more than one staff member is involved in teaching a course, that the relevant parties collaborate to maintain consistency of assessment. This will occur during scheduled year level/department meetings.

For externally assessed courses, this collaboration may include, but is not limited to:

- Moderating student work
- Planning adjustments to course content and teaching strategies based on CAT 4, GL and or IBT data and student observation and internal assessments
- Sharing and refining teaching practice and tools for assessment

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 act. The prime objective of assessment in the PYP is to provide feedback on the learning process.

Early Years (PYP) – Phase 1

At EISM we assess students against the Early Learners curriculum objectives. 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 Toddle 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 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 curriculum objectives.
- Clear Learning outcomes for all Units of Inquiry that are assessed using anecdotal observations, pictures and teacher judgement.
- 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 Read, Write Inc.
- Formal Report Cards are distributed three times per year and shared with parents via Toddle.
- 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.

PYP – Phase 2

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 and teachers

use this information to support their data capture judgements taken 6 times a year – twice per term.

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 Feedback:

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

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

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 criterion 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 twice per academic year.
- 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 assessment period, teachers make professional judgment on their student's 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 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 criterion 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 lower than expected?

- 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 home learning club or during lesson time or at home. For expectations in the use of AI, see Appendix 6.

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'.

What is the Home Learning policy?

- All students are expected to continue their learning outside of their classroom. This could be revising what has been learnt in class or working on tasks that are assigned to be completed outside of class.
- Students in Year 5-8 can expect approximately 50-60 minutes of homework per night. From Year 5 upwards, the completion of home learning is mandatory
- Students in Year 9-10 can expect approximately 90 minutes of homework per night.

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.

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.

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 criteria.

IBO PYP Assessment link:

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

Links to other policies

More Able

Academic Integrity

EAL

Learning & Teaching

Inclusion

Appendix 1

EISM Yearly Assessment Framework

Year group			Term 1	Term 2	Term 3	Notes
EY1 & EY2		4/5yrs	Baseline PTSC Progress Report	Progress Report PTSC	Summative Report	Parent-Teacher-Student Conference (PTSC)
			Ongoing Arabic Teacher Assessments			
Y1		5/6yrs	PTSC Progress Report	Progress Report PTSC	Summative Report Student Led Conference	Parent-Teacher-Student Conference (PTSC)
			Ongoing Subject and UOI Assessments Ongoing Arabic and Islamic A, Islamic B Teacher Assessments			
Y2		6/7yrs	NGRT PTSC Progress Report	NGRT PTSC Progress Report	NGRT Summative Report Student Led Conference	Reading Literacy Assessment (NGRT) Parent-Teacher-Student Conference (PTSC)
			Ongoing Subject and UOI Assessments Ongoing Arabic and Islamic A, Islamic B Teacher Assessments			
Y3		7/8yrs	NGRT PTSC Progress Report	NGRT PTSC Progress Report	NGRT Summative Report Student Led Conference	Reading Literacy Assessment (NGRT) Parent-Teacher-Student Conference (PTSC)
			Ongoing Subject and UOI Assessments Ongoing Arabic and Islamic A, Islamic B Teacher Assessments			
Y4	8/9yrs	CAT 4 NGRT IBT PTSC Progress Report	NGRT PTSC Progress Report	NGRT PTE, PTM, PTS Summative Report Student Led Conference	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Science (PTS) Progress Test in Arabic A & B (IBT) Parent-Teacher- Student Conference (PTSC)	
		Ongoing Subject and UOI Assessments Ongoing Arabic and Islamic A, Islamic B Teacher Assessments				
Y5	9/10yrs	CAT 4 NGRT IBT PTSC Progress Report	NGRT PTSC Progress Report	NGRT PTE, PTM, PTS Summative Report Student Led Conference	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Science (PTS) Progress Test in Arabic A & B (IBT) Parent-Teacher-Student Conference (PTSC)	
		Ongoing Subject and UOI Assessments Ongoing Arabic and Islamic A, Islamic B Teacher Assessments				
Y6	10/11yrs	CAT 4 NGRT IBT PASS PTSC Progress Report	NGRT PYP Exhibition PTSC	NGRT PTE, PTM, PTS Summative Report Student Led Conference	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Science (PTS) Progress Test in Arabic A & B (IBT) Student Attitudes (PASS) Parent-Teacher-Student Conference (PTSC)	
		Ongoing Subject and UOI Assessments Ongoing Arabic and Islamic A, Islamic B Teacher Assessments				
Y7	11/12yrs	CAT 4 NGRT IBT PTSC Progress Report	NGRT PTSC Progress Report	NGRT PTE, PTM Summative Report	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Arabic A & B (IBT) Parent-Teacher-Student Conference (PTSC)	
		Internal department assessments ongoing throughout all subjects				
Y8	12/13yrs	CAT 4 NGRT IBT PASS PTSC Progress Report	NGRT PTSC Progress Report	NGRT PTE, PTM, PTS Summative Report	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Science (PTS) Progress Test in Arabic A & B (IBT) Student Attitudes (PASS) Parent-Teacher-Student Conference (PTSC)	
		Internal department assessments ongoing throughout all subjects				

Y9		13/14yrs	CAT 4 NGRT IBT PTSC Progress Report	NGRT PTSC Progress Report	NGRT PTE, PTM, PTS Summative Report	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Science (PTS) Progress Test in Arabic A & B (IBT) Parent-Teacher-Student Conference (PTSC)
			Internal department assessments ongoing throughout all subjects			
Y10		14/15yrs	CAT 4 NGRT IBT PASS PTSC Progress Report	NGRT	NGRT PTE, PTM, PTS Mocks PTSC Summative Report	Cognitive Ability Test (CAT 4) Reading Literacy Assessment (NGRT) Progress Test in English (PTE) Progress Test in Maths (PTM) Progress Test in Science (PTS) Progress Test in Arabic A & B (IBT) Student Attitudes (PASS) Parent-Teacher-Student Conference (PTSC)
			Internal department assessments ongoing throughout all subjects			
Y11		15/16yrs	CAT 4 IBT PTSC Progress Report Mocks	PTSC Personal Project Mocks	MYP assessments Summative Reports	Cognitive Ability Test (CAT 4) End of MYP external examinations (assessments) Progress Test in Arabic A & B (IBT) Parent-Teacher-Student Conference (PTSC)
			Internal department assessments ongoing throughout all subjects			
IB1		16/17yrs	PASS PTSC Progress Report		Mock Examinations PTSC Data report (Mocks) Summative Reports	Student Attitudes (PASS) Parent-Teacher-Student Conference (S)
			Internal department assessments ongoing throughout all subjects			
IB2		17/18yrs	Progress Report PTSC	Mock examinations Data Report (Mocks) PTSC Summative Reports	IB Exams	End of DP external examinations (IB Exams) Parent-Teacher-Student Conference (PTSC)
			Internal department assessments ongoing throughout all subjects			

Appendix 2: 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. For expectations in the use of AI, see Appendix 6.

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 organises 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/>

Appendix 3: DP

At EISM, 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. For expectations in the use of AI, see Appendix 6.

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. CAT 4 data provides DP predictor levels for the students.

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

Appendix 4: 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

PiRLS

GL ASSESSMENT CAT4

GL ASSESSMENT – PTE, PTM and PTS series

NGRT

IBT (Arabic)

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 (CAT4) and Learner Profile Strengths.

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

Appendix 5: Amendments relating to Distance Learning Provision

The assessment policy will remain in place throughout distance learning with minor amendments to reflect the online provision:

- Formative assessment is continuous through the online lessons
- Key points for assessment are maintained within the schemes of learning
- All assessments are moved online but continue to include a variety of assessment styles. (Oral presentations, written work, Zoom discussions individually and in small groups, digital presentations etc)
- Online tools are used effectively across each phase. The main online platforms are Toddle, Padlet, Zoom or similar, Managebac, Assessprep and Google forms. Additional subject specific platforms are used in High school
- In Early Years and PYP Review weeks will be introduced depending upon the length of online provision. This will allow for summative assessment to take place.
- MYP and DP summative assessments continue in line with the schemes of learning
- Personalisation across all assessments will be in place as per the policy with support provided online by the SEN and EAL departments. All IEP provision is accounted for
- Moderation will be conducted within teams via online discussion and sharing of student work
- Feedback will be provided in line with the policy
- Non-submission of work will be followed up via email or phone calls home
- The academic honesty policy remains in place and staff are vigilant to plagiarism. Turn it in is used through Managebac where available to ensure integrity

NOTE: For externally moderated MYP, DP and GL assessments guidance will be followed from the relevant authorities.

Provision is available via Zoom or similar and Assessprep.

Appendix 6

Use of Artificial Intelligence (AI) Tools

The IB recognises that artificial intelligence (AI) tools, such as ChatGPT and other generative technologies, are part of the evolving educational landscape. At EISM, the use of AI is permitted when applied ethically, transparently, and in ways that support learning rather than replace it.

Students must:

- Ensure all work submitted is their own authentic creation.
- Clearly identify and cite any use of AI tools, including the tool name, the prompt used, and the date of generation, both in-text and in the bibliography.
- Use AI outputs critically, recognizing potential bias, inaccuracy, or limitations.

Teachers will verify authenticity by observing the learning process and ensuring students can explain and reflect on their work.

Misuse of AI—such as submitting AI-generated work as one’s own, or failing to acknowledge its use—constitutes academic misconduct and will be addressed in line with IB regulations and school procedures.