



Ilmesters Academy

Assessment Policy

(Revised December 2016)

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

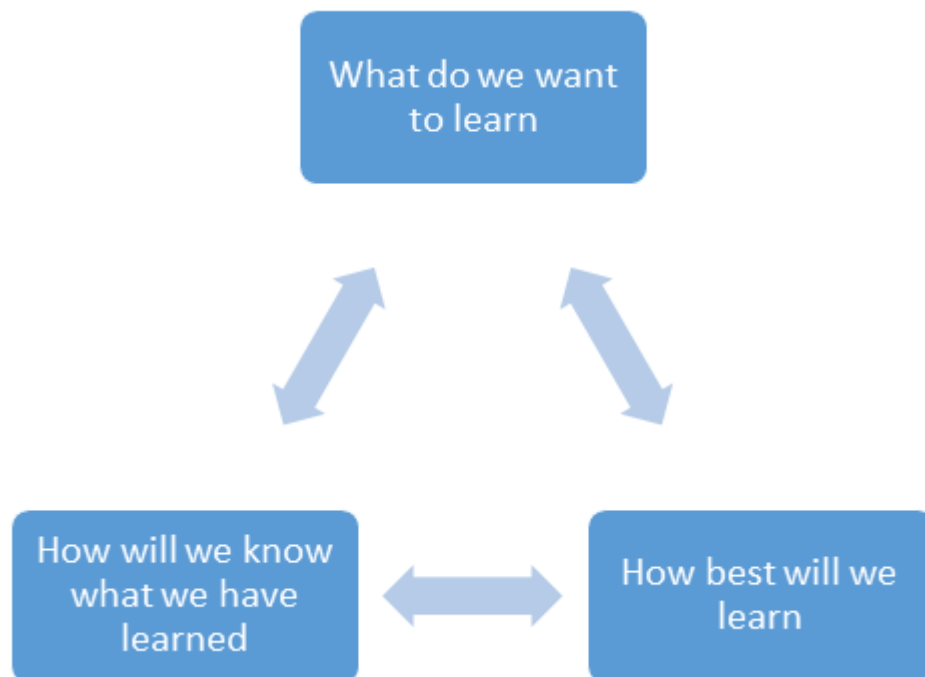


Fig.1: Inquiry focus in curriculum - From principles into practice

Assessment is integral to all teaching and learning as per International Baccalaureate philosophy. At Ilmesters teachers ensure transparency of assessments and in addition uses their professional insight to make fair program specific decisions about students' achievement.

Everyone concerned with assessment – students, teachers, parents, program coordinators, principal, and Head of School – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

Both children and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills. Teachers should also be concerned with evaluating the efficacy of the programme.

AIMS OF THE ASSESSMENT

The prime objective of assessing students' learning and performance is to give feedback to:

- Students – to help broaden their horizon of lifelong learning across disciplines such as PYP Exhibition, MYP Personal project and Interdisciplinary unit assessments.
- Teachers – to support their reflection on what to teach and how to teach it
- Parents – to identify their child's learning and development

KEY FEATURES OF THE ASSESSMENT

Assessment takes place in some manner every day at Ilmesters. We believe that every child learns at a different pace, in a different way and at a different time. Assessments help the teachers to improve inquiry in their units.

At Ilmesters Academy, assessments are based on a variety of activities like projects, products, exhibitions, oral presentations, quizzes, performances, analytical tasks, investigation reports and demonstrations as well as written papers or essays all provide evidence for the assessment of your child's learning throughout the terms. These tasks will stem from learning experiences and will be learning experiences themselves.

PYP:

We keep in mind the following principles when assessing work within the PYP.

- Both teachers and students' self-reflections are included in the process of assessment.
- Observations are maintained through continuous update of anecdotal records. These observations are included in the portfolios.
- Where possible, authentic assessment strategies are used. Recording children's performances and responses in real-life situations.
- Rubrics, checklists, KLA charts, reflection ideas picked from OCC or given by IBO are used.
- Students are assessed through hands-on activities especially in the early years.
- The five essential elements of the PYP are all assessed through the UoI's. These are Knowledge, Skills, Concepts, Attitudes and Action.

MYP:

- Distinction between internal summative assessment and the supporting formative processes
- Attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- Assessment of student understanding at the end of a course, based on the whole course and not individual components of it.

Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities.

(MYP: From Principles into Practice, September 2014)

B1.5c: The school has developed and implements an assessment policy that is consistent with IB expectations. (Programme Standards and Practices, Jan 2014)

TYPES OF ASSESSMENTS AT ILMESTERS ACADEMY

1. PRE-ASSESSMENT:

Pre-assessment takes place prior to the unit. It helps the teachers to know the student's current level of knowledge and understanding of concepts, and helps them in taking students from known to the unknown.

2. FORMATIVE ASSESSMENT:

Formative assessment is directly linked with teaching. It takes place during course of teaching of the unit. It helps the teachers to reflect on students' learning and to modify the next stage of learning as and if needed. It evaluates students' ongoing understanding.

3. SUMMATIVE ASSESSMENT:

Summative assessment takes place at the end of the unit or a learning experience. Summative assessments may take a variety of formats (including, for example, tests, term examinations, reports, essays, presentation, projects, etc.).

Summative assessments allow teachers to measure the progress of students' learning as per assessment objectives in their subject group. This also inform students' of their learning and the areas of improvement.

C4.3: The school uses a range of strategies and tools to assess student learning. (Programme Standards and Practices Jan 2014)

ASSESSMENTS IN PYP

In PYP, formative assessments and summative assessments are included within the teachers' PYP bubble planners of all six UoI.

Formative assessment gives students an opportunity to demonstrate what they know. The main purpose is to check ongoing knowledge by throwing a topic that raises several questions and elicit answers from children.

Summative assessments gives students an opportunity to demonstrate what they have learned in the six weeks of the UoI. At times summative assessment is taken in form of a group or individual project, research report, etc.

LERNER PROFILE STATEMENT

Throughout the year, opportunities are provided for teachers, students and parents to report on the ten attributes of the Learner Profile. The feedback on the attributes is then filed in the portfolios of PYP students.

PYP EXHIBITION AS SUMMATIVE ASSESSMENT

The fifth graders are expected to carry out an extended, collaborative inquiry project known as exhibition. The topic of the exhibition is a student – selected real – world problem which warrants an extended investigation. This exhibition incorporates the five essential elements of the PYP. The project must display their knowledge about the topic, the skills, attitudes and concepts they have acquired during their PYP years.

MYP ASSESSMENTS AND GRADING

Assessments help to gather the data and analyse the information regarding students' learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process.

The MYP requires teachers to assess prescribed subject group objectives using assessment criteria in every MYP year. Each subject is assessed using **four** criteria having Maximum achievement level of **8**.

Summary of criteria against subjects:

Subjects/Learning Objectives	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analysing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending Spoken & Visual Text	Comprehending Written & Visual Text	Communicating	Using Language
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and understanding	Inquiring & Designing	Processing & Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and understanding	Investigating Patterns	Communicating	Applying mathematics in real-world contexts
Physical & Health Education	Knowing and understanding	Planning for Performance	Applying & Performing	Reflecting and Improving Performance
Arts	Knowing and understanding	Developing Skills	Thinking Critically	Responding
Design	Inquiring & Analyzing	Developing Ideas	Creating the Solution	Evaluating
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

C4.1a: The school uses the prescribed assessment criteria for each subject group in each year of the programme. (Programme Standards and Practices Jan 2014)

In MYP, teachers design different tasks during and at the end of the unit to develop understanding and to provide students with opportunity to achieve highest level of criteria.

Formative assessments take various forms like pop quiz, projects, oral presentations, role plays, class discussions, peer evaluation etc. Formatives are conducted throughout the unit.

Summative assessments are taken at the end of the unit and at the end of the year. These can be multiple choice questions, structured questions' test, projects, lab work, open book tests, reports, presentations, essays etc.

MYP teachers ensures that their designed tasks will allow the assessment of different objectives against relevant criteria as per IB subject group requirements.

Following Minimum Task Requirement chart gives an overview of different tasks against criteria in different subjects as taken from subject guides.

MYP Minimum Task Requirement 2016-17

Subject	Tasks	MYP-1	MYP-II	Criteria Assessed
Lang & Lit. (English)	Analytical Essay	300	400	AD
	Creative Writing Piece (short story, poetry, dramatic scene)	300	400	CD
	Essay-Response to Literature	300	400	BD
Mathematics	Investigation			B (C)
	Real Life Situation			D (C)
	Test			A

Sciences	End of unit test			A
	Lab Investigation & Report			BC
	Essay Writing	300	400	D
Individuals & Societies	Test (timed, in-class conditions)			ACD
	Research Report (must vary every month from format examples in Guide)	300	400	ABCD
Visual Arts	Unit of Work based on assigned tasks (with process journal)	800 words / 15 images	800 words / 15 images	ABCD
Performing Arts	Unit of Work based on assigned tasks (with process journal)	800 words / 15 images	800 words / 15 images	ABCD
Design	Unit of Work based on given tasks	8-10 pages	11-15 pages	ABCD

Interdisciplinary teaching and learning	Test (timed, in-class condition) / Research report, presentations etc.	-	-	ABCD
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Physical & Health Education	Research	2 pages	2 pages	A	
	Action Plan	Video 2-3 mins.	Video 2-3 mins.	B, C	
	Evaluation	1-2 pages	1-2 pages	D	
Language Acquisition (French and Urdu)		Phase 1	Phase 2	Phase 3	
	Aural comprehension (spoken & visual text)				A
	Written comprehension (written & visual text with questions relating to both)	200-300 words	400-500 words	600 -700 words	B
	Interactive Oral (based on an oral or written stimulus between student & teacher)	1.5-2 mins	2-3 mins	3-4 mins	C & D

	Writing task	100-150 words	100-150 words	200-250 words	C & D
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Non-IB Subject

Islamiyat (non-IB)	Test (CIE format, timed, in-class conditions)	-	-	-
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All assignments' and assessments' dates along with task specific clarifications and instruction sheets are uploaded on Managebac. All teachers are required to upload all unit related tasks/assignments on Managebac. With the exception of paper based tasks/tests that are given by the teachers, students are required to submit all tasks/assignments on Managebac until if instructed specifically otherwise by the teachers to submit the hard copy or via email.

Approaches to learning skills (ATL) and Learner Profile (LP) attributes are documented in unit plans and in students' unit, services and event reflections.

C4.1: Assessment at the school aligns with the requirements of the programme(s). (Programme Standards and Practices Jan 2014)

The final achievement level in MYP is on a 1-7 scale. All subjects have the same level descriptors defined below:

IB Grade	Boundary Guidelines	MYP General Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative

		thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.
6	24-27	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.

C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). (Programme Standards and Practices Jan 2014)

SUBMITTING ASSIGNMENTS

It is student's responsibility to meet all deadlines provided by the teachers.

Late/Non submissions:

When the student fails to submit the work on time, he/she is given an extension on teacher's discretion. If the student fails to submit the work even after the extended date, zero is awarded to the student on the particular criterion. However, if due to some reason teacher feels that further extension is necessary or can be given then teacher is required to consult MYPC before taking a decision.

Absenteeism during Assessments:

If a child is absent on the day of a particular test (which are taken in class conditions and are timed), he/she is marked absent and the child gets zero.

REFLECTION ON SUMMATIVE ASSESSMENT

MYP students are required to reflect on the summative assessments taken in every subject. Students are allowed to reflect how they like, reflections can be in form of written document, a drawing, recording, etc. which are to be uploaded on Managebac. Following set of prompt questions are shared with students to help in reflecting. Teachers must ensure regular reflections are taking place. Teachers are responsible to go through reflections to make changes in unit as/if required. Three random reflection samples are attached with unit plans in teachers' evaluation folder.

MYP Unit Reflection Questions for Students:

1. Were the SoI/Concepts/Context conveyed explicitly through this unit?
2. What did you find interesting in this unit?
3. How were you able to practise certain ATL skills through this unit?
4. How do you think that a particular learner profile attribute(s) were enhanced through this unit?
5. How do you feel you can improve on your learning experience for future units?
6. Which teaching strategy did you find helpful?
7. How did this unit enhance your understanding of IM/Services?
8. What (if any) Interdisciplinary connections were you able to identify with other subjects and units?
9. What resources do you think were useful in teaching this unit?
10. What concepts in the unit are you still struggling with?

C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work. (Programme Standards and Practices Jan 2014)

ACADEMIC HONESTY AND MALPRACTICE

Academic Honesty is an important aspect and a key focus at Ilmesters Academy. School encourages the use of **APA format** for acknowledgement of sources.

No plagiarized work will be accepted by any teacher under any circumstances. **ZERO** will be awarded in the work which is found to be plagiarized.

All teachers are responsible for ensuring that such things doesn't happen and hence will be providing guidance to all students on how to acknowledge resources.

Malpractice includes:

- **Plagiarism:** taking words, ideas or work or information of another person as one's own
- **Collusion:** helping malpractice by another student
- **Duplication:** submitting the same work for assessment in different subjects without consent of all teachers involved.
- **Any behavior** that gains an unfair advantage for the student or disadvantages other student.
- **Falsifying data:** creating or altering data which have not been collected in an appropriate way
- **Exam cheating:** communicating with other students, bringing unauthorized material or consulting material to gain unfair advantage during examination.

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data.

REPORTING:

MEETINGS

1. Teacher-Student:

Individual and group feedback is provided to students to strengthen skills in required area of knowledge. This is an ongoing process and takes place regularly. These help students to identify their learning challenges and enhance their knowledge respectively.

2. Teacher-Parent-Student:

Parent teacher meeting takes place once in a term. These meetings help parents to understand the progress and educational need of their children. These meetings are aimed to identify problems and suggest solutions to help students progress in their learning and skill development. In addition, individual teacher-parent meetings are scheduled if and when need

arise for a particular child during the academic year. These might be requested from parents or school initiated.

PROGRESS REPORTS

In PYP progress report is a consolidated report having details of UOI sent at the end of the term.

In MYP two types of progress reports are sent to parents to keep them updated of their child's progress.

1. Bimonthly reports are sent every two months and contain the details of students two months progress.
2. Final report is sent at the end of the year stating the child's overall performance of a year in May. It is a consolidated report having overall grades based on progress in bi-monthly and in final exams.

Reporting Session	Report sent to parents*
August-September	10 th October
October-November	10 th December
January-February	10 th March
March-April	10 th May
Final Exams	25 th May

* Tentative dates- In case of a holiday reports will be sent on a next working day.

C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). (Programme Standards and Practices Jan 2014)

ANALYSIS OF PROGRESS REPORTS

In MYP class teachers are required to analyse the bi-monthly report results at the end of every term with the help of subject teachers and present it to the coordinator and head of school. Analysis is done to get the clear picture of students' progress and to devise teaching strategies to help students improve their learning.

C4.7: The school analyses assessment data to inform teaching and learning. (Programme Standards and Practices Jan 2014)

COMMUNICATION OF THE ASSESSMENT POLICY

The Assessment Policy is made available on school's website with the other school policy documents. Parts of it are also included in the yearly MYP Parent-student handbook.

C4.2: The school communicates its assessment philosophy, policy, and procedures to the school community. (Programme Standards and Practices Jan 2014)

ASSESSMENT POLICY REVIEW

Ilmesters Academy Assessment policy is a working document. The policy is reviewed and revised annually by the HoS, Junior School Principal, PYP and MYP coordinators and teachers. Changes are implemented if and when needed.

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