Learning Alliance International

IB WORLD SCHOOL
PYP - MYP - DP - CP

ASSESSMENT POLICY

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LEARNING ALLIANCE INTERNATIONAL MISSION STATEMENT:

"LEARNING ALLIANCE INTERNATIONAL is committed to developing the students as a whole, not only the intellect but also the personality by empowering them to become confident and competent lifelong learners. Our goal is to inspire our students to evolve into responsible, compassionate and dynamic citizens of the global society."

"Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria for each subject group in each year of the programme." (MYP: From Principles into Practice, 2014, p 78.)

It is the core value of the school to encourage students to take responsibility and think of ways of being responsible towards themselves, others, and the environment.

Learning Alliance is therefore committed to providing necessary tools to ensure that students are assessed appropriately based on the subject specific criterion set forth in the IB guidelines.

Standardisation of Assessment Across the IB Continuum

IB assessment practices at LAI are standardised to:

Promote student learning by:
-Giving constructive feedback to students by highlighting strengths and areas for improvement
-Providing opportunities for self, peer assessment and peer-teacher reflection
-Encouraging students to produce authentic and academically honest work
-Offering students opportunities to display their learning through formative feedback practices
-Accommodating diverse learning styles and multiple intelligences through IB Inclusion & Standardization benchmarks

Provide information about student learning by:
-Assessing student work and monitoring quality of work through plagiarism detection tools (Turnitin, Scribbr, Grammarly et al)
-Giving opportunities to demonstrate understanding
-Recording progress in ATL Skills and Units of Learning through criteria based Managebac tasks
-Monitoring behaviour and performance to determine the need for additional support
-Providing data to support dialogue and analysis on group/individual learning with colleagues, parents, students and external bodies

Assist the evaluation of instruction strategies by:
Providing reflection on a Unit of Learning/Unit Planner to assess:

➢ The Unit's suitability for a range of cultural backgrounds, language levels and learning styles of student attainment

➢ Suitability of assessment tasks/learning engagements to ensure that they are relevant, engaging, challenging and age appropriate

➢ Suitability of assessment tasks/learning engagements for the aspects of the five essential elements (knowledge, concepts, action, skills and attitudes) in PYP, according to the four criteria (A , B , C and D) in MYP, Subject Specific Criteria in DP courses and DP/CP Core.

➢ An annual reflection is conducted on the Programme of Inquiry in PYP, Curriculum Overview in MYP/ DP/ CP which is used to track each aspect of assessment vertically and horizontally.

Principles of Assessment

Effective assessments allow the student to:

● Know and understand the criteria in advance
● Analyse their learning and understand what needs to be improved
● Demonstrate the range of their conceptual understanding, knowledge and skills
● Synthesize and apply their learning, not merely recall facts
● Connect their learning to real-life experiences
● Focus on producing an authentic, ethically sourced product
● Highlight their strengths and demonstrate attitude and aptitude for learning
● Express different points of view and perceptions
● Promote reflection of themselves and conduct peer-evaluation

Effective assessments allow the teacher to:
● Plan and build knowledge and learning
● Identify key knowledge indicators and skills
● Include collaboration between peers and subject groups
● Accommodate differentiated learning pathways
● Produce evidence that can be reported to students and parents
● Record every stage of the learning and teaching process
● Plan further activities which address areas of improvement

Effective assessments allow the parents to:
● Understand the learning process and the school's vision, mission and values
● Actively support their child's education.

ASSESSMENT IN PYP:

What to Assess

● The school curriculum provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between concepts and subject-specific knowledge, skills and attitudes
● The Units of Learning provide a focus for student inquiry, while literacy and numeracy provide the tools for inquiry. Therefore, feedback is given on student progress and performance in each of these areas
● Student progress and performance is assessed in the following curriculum areas - Language, Mathematics, Social Studies, the Arts, Science and Technology, and personal, social and physical education.
● Additionally, feedback is provided on the attributes listed in the IB Learner Profile. This profile serves to increase the learners' awareness of, and sensitivity to, the experiences of others beyond the local or national community, thereby promoting an understanding that there is a commonality of human experience. (*Standard C4: Assessment - PYP requirements, p. 13*).

When and How to Assess

Policy

● Continuous assessment is an "integral part of teaching" (*Standard C4: Assessment - PYP requirements*). The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme.
● The students are well informed about the purpose and means of assessment, as the purpose and format of summative assessment tasks is communicated to students and parents.

Strategies

The following methods of assessment cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. These methods aim to provide a balanced view of the child.

● **Observations**
All children are observed often and regularly by the teachers, both from a wide angle which focuses on the whole class, to close-up observations which focus on one child or activity. Observations are carried out via participation in class activities, and also as a non-participating observer.

● **Portfolios**
Portfolios are collections of student work that are designed to demonstrate success, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

At PYP, portfolios, which include examples of self, peer and teacher reflections, are shown to parents at least three times a year, for example at student-led conferences and Student-Parent-Teacher conferences.

● **Open-ended tasks**
These are situations in which children are presented with a stimulus and are asked to communicate an original response. The answer may be in brief writing, a drawing, a diagram or a solution.

● **Selected responses**
These are single-occasion, one-dimensional exercises such as tests, quizzes and examinations.

● **Process-focused assessments**
The students' skills are observed regularly and these observations are recorded and given feedback.

● **Performance assessments**
These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of various skills, and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Overall, the aforementioned strategies form the basis of a comprehensive approach to assessment. Whichever assessment strategy is employed, self and peer, as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process. Peer reflections include reflections completed by students at different grade levels, and teacher reflections include those completed by teachers other than the homeroom or subject teacher.

How we Assess

Assessments tools:
● Self-teaching and peer assessment
● Anecdotal records
● Student-teacher negotiated rubrics
● Observation
● Classroom displays
● Student checklists
● Artistic responses, including art, drama, songs, poetry
● Tests and quizzes
● Portfolios
● Performances
● Collaborative work
● Written work, e.g. creative writing, essay, journal
● Reading records

- Conferencing
- Standardized national tests
- Student-led conferences
- Benchmark tests
- Oral presentation/debate
- Homework
- Video/photography
- Exhibition (at the end of PYP V)

Assessment Terminology:

1. **Internal Assessment:** Internal Assessments are tools and strategies that teachers use in school to judge students' achievement levels. Every academic year is divided into two terms and the assessments take place at the end of each term.

2. **Formative Assessment:** Formative Assessments are tasks carried out on a regular basis that direct student behavior and help them develop the necessary skills required to perform in summative assessments. These tasks are continuously added to the learning process, depending on the teacher's judgment of student engagement.

3. **Summative Assessment:** Every discipline in every subject group has a task at the end of every unit. This task focuses on Subject Specific Assessment Criteria to evaluate student performance. The above-mentioned assessments are all connected so that the teachers can use sound judgment and feedback periodically in order to develop student skills in accordance with the IB assessment expectations and practices.

Reporting to the parents is in the form of Report Cards which are maintained interactively in the School's database and in the Administration Office. The School uses Managebac for the process of filing and recording a log of students' progress, generating reports and recording curricular & cocurricular activities.

At Learning Alliance International, learning is a continuous process. The management, teachers, parents and students work closely together to ensure that this process is carried out effectively and is beneficial for all.

Reporting

Criteria for Effective Reporting

Reporting is a means of giving feedback for the assessments. It describes students' learning progress, identifies areas for growth, and contributes to the consolidation of the entire school community. Since providing feedback is a component of assessment that enables us to make sense of judgment and improve our work, we encourage both assessment and feedback.

Reporting at Learning Alliance International:
- Involves parents, children and teachers as partners
- Reflects what the school community values

● Aims to be comprehensive, honest, fair and credible
● Aims to be clear and understandable to all parties
● Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Involving Students, Parents and Teachers as Partners in Learning

Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress. Some of the many ways we support parent/student understanding of how assessment is linked to teaching and learning include: open house for parents, parent workshops, class and school newsletters, Learning Alliance International website, regular communication through homework, diaries/communication books and school assemblies.

Reflecting on Community Values

The reporting process reflects the values of the Learning Alliance International community, in particular:
● Education is a shared responsibility between parents, students, teachers, and the community
● Diversity enriches our lives and the life of the community
● Individuals have unique needs and always have potential for growth and improvement
● Developing head, heart and hand is necessary to realize one's potential
● Clear expectations and accountability improve performance
● Responsible citizenship requires open mindedness, global awareness, understanding and action
● Learning is a lifelong process which is nurtured by encouraging enquiry and creativity
● Effective communication promotes understanding, trust and support

Being Comprehensive, Honest, Fair and Credible
Reports analyse all available assessment results in order to present a comprehensive and accurate intellectual profile of students' major strengths and weaknesses. Summary judgments made in the report are supported by data.

Being Clear and Understanding Towards all Parties
We aim to present information in terminology that is clear to parents and students. All reports are written in English, the medium of instruction of the school. Community members assist in translation whenever possible, including conferences.

Allowing teachers to take Reflective Action
Teachers take into account the process of children's learning as well as the products of that learning, so that they may monitor and modify their assessment practices to promote better progress in student learning.

Conferences

The purpose of conferences is to give information to both students and parents. The following three formats are used.

Teacher-Student Conferences

These are usually informal and designed to give children feedback so they can reflect on their work and further refine and develop their skills. The purpose of these conferences is to support and encourage the student's learning.

Student-Parent-Teacher Conferences

These are formal conferences designed to give the parent(s) information about the student's progress and needs. They take place following the publication of the Quarter 1 progress reports. Teachers take this opportunity to answer the parents' questions, to address their concerns and to help define their role in the learning process. Based on the Quarter 1 progress report, student goal setting sheets (completed by students and parents together after the student-parent-teacher conferences) are returned to homeroom teachers and kept in student portfolios to be used to motivate and move the student forward throughout the academic year. The student portfolio plays a central role in these conferences.

Student-Led Conferences

These are formal conferences during which students are involved in discussing their work and their progress with their parents. The students, with the support and guidance of their teachers, select the work to be discussed and/or presented. The format of these conferences depends on the age of the student, and all of the participants are helped to understand the format and their roles prior to the conference. The value of student-led conferences is that the students reflect on and consolidate their progress and share the responsibility of informing their parents. The student portfolio plays a central role in these conferences.

THE WRITTEN REPORT/GRADE BOOK

Progress Reports based on the assessments outlined above, are prepared by the class teachers and specialists twice annually (a brief report at the end of Semester 1 and more detailed reports at the end of Semester 2). PYP I and PYP II students receive an additional snapshot report in the middle of Semester 1 and 2 . These are sent home to parents and incorporated in student files. A reflection sheet is included with the Semester 1 progress report for the students and parents to complete together. The reflection is returned to the homeroom teacher and included in the student file and/or portfolio as a reference for student goal-setting. Teachers follow agreed criteria when writing reports which are then peer checked before being checked by the Principal.

LATE/NO SUBMISSIONS:

When the student does not submit work on time, he/she is given an extension. If the student fails to submit the work even after the extended date, the parents are informed through a personalised message (SMS). In case there is no progress on the delayed work, the child is made to sit in their free lessons or after school under the supervision of the teacher or Administrator to complete the work. In case the work is not submitted, then no grade is awarded to the student on the particular criterion. However, this is done in accordance with the IB Learner Profile attribute to encourage the children to become Responsible.

STUDENTS WITH SEN:

Students with SEN will be given two extensions to complete the work on time. They are also provided with extra assistance if required. The student may contact the concerned teacher after school hours, and the teacher will assist them in free lessons or arrange a remedial after school hours, depending on the nature of the assistance required. In cases where more than one teacher is involved, common standards are set for the standardisation of internal assessments. This is done as part of a coordination meeting held regularly, and through the monitoring and evaluation of the teaching practices in classrooms by the Coordinator. To ensure that a teacher assesses the students correctly, the internal assessments are discussed before they are given to the students. The teachers formulate the assessments according to the IB level descriptors and then have a meeting with the coordinator to discuss the assessment. These assessments are also discussed amongst teachers across subject groups to achieve ***internal moderation.***

ASSESSMENTS IN MYP

How will students be assessed?

Teachers will set student learning objectives before the start of any MYP unit. These objectives will be communicated to students before the beginning of the unit. Lessons will be planned accordingly and necessary steps will be taken to ensure academic honesty at all times; academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The MYP units will be made based on subject-specific objectives, and each criterion will be used twice every year in each discipline. Key concepts, related concepts as well as a Statement of Inquiry will also be clearly explained and discussed with students. The content will be taught with different perspectives to maximize student understanding and knowledge.

The assessments will be carried out frequently so as to allow for consistent and timely feedback. They will also be varied to maximize student learning. Outside of assessments, students will be required to reflect on their learning process to make the best use of their teachers' guidance and instructions, as well as their own individual learning needs.

The optional MYP eAssessment provides external evaluation for students in MYP V (15–16 years old) that leads to the internationally recognised IB MYP certificate. Learning Alliance International students have been taking their IB MYP eAssessments since

May/June 2017. Along with these assessments, students appear for one additional Pearson Edexcel International GCSE in Islamic Studies. Equivalence eligibility from the IBCC (Inter Boards Coordination Commission) - a body of the Ministry of Education, Pakistan) requires a student to appear for a total of eight board examinations in order to gain admission into professional local colleges/universities, including Medical colleges. Integrated Humanities and Language Acquisition Urdu have been accepted by IBCC to cover the requirements for Pakistan Studies and Urdu Language as credentials for equivalence, and the Interdisciplinary Unit (IDU) has been accepted, fulfilling the requirement for the eighth subject and meeting the state requirements for college admissions.

What will be assessed?

Student achievement will be assessed based on MYP Subject Specific Criteria, along with their individual learning.

How will the assessments be created?

Assessments will be created collaboratively by teacher teams, and teachers will assess student achievement and learning based on IB Subject-Specific Criteria.

They may include:
● Written assignments
● Debates
● Discussions
● Presentations
● Performances
● Individual Projects
● Group Projects
● Journals
● Term Exams
● Lab Experiments

Assessments may not be limited to the above-mentioned examples. Teachers may also use assessment criteria, levels of achievement and score allocations to develop summative assessment tasks.

Formative assessments are ongoing throughout the MYP units, so that students may develop the skills required to achieve the summative task objectives.

Summative assessments aim to determine the achievement level of specific IB criterion at the end of each MYP unit. The number of units varies every term for every discipline in every subject group. Teachers assess students continually; therefore, the level of achievement is based on student work as well as the teacher's judgement.

Self-assessment and reflection are an integral part of student learning throughout the MYP. To facilitate academic integrity, teachers use plagiarism detection softwares such as Turnitin, Scribbr and Grammarly, ensuring that students understand the importance

of authentic work. This is also highlighted in detail in the Academic Honesty Policy, regularly shared with all students.

How will the reporting of student achievement based on assessments take place?

At Learning Alliance International, teachers and students are not alone in the learning process. All staff members, along with the parent body, play a vital role. In the various interviews held with parents and students at the time of admissions, they sign an undertaking whereby they accept the importance of academic honesty and commit to support the school's assessment policy by helping their children develop into principled learners.

Throughout the educational journey of IB students at Learning Alliance International, teachers ensure that students follow IB's assessment philosophy and principles.

Class assessments are held during each term in the months of October and March to help evaluate and assess class progress, and facilitate preparation for the respective First and Final/Second terms. Reporting is conducted at the end of the First and Final/Second term in a meeting between teachers, parents and students. A report card is issued to students based on their achievement level and scores in subject specific criterion at the end of each term. All the assessments are shown to the students at the end of each term. However, since the summer vacations begin soon after the Final/Second term therefore the final term assessments of a student may be shown to parents only upon special request.

For the Final/Second term, an end of year MYP achievement level on the report card for each subject may be given. Progress reports are maintained by each teacher based on formative and summative assessments. These progress reports may be shared with students to guide them further toward developing skills necessary to achieve MYP objectives.

Assessments are held at the end of each term, twice a year, in the months of December and May to help evaluate and assess student progress. Promotion to the subsequent grade level is based upon student progress in term assessments and is especially dependent upon performance in the second/final term assessments. The criteria for promotion to the next grade level requires achievement above Level 3 out of 7 in all core subjects. In case the achievement level is 3 or below in two core subjects, the student will sit for reassessment in order to be promoted to the next grade. As per school policy, a student would not be allowed to sit for reassessment more than once in a 5-year MYP cycle.

FINAL GRADES in ASSESSMENTS:

The final grade is the level achieved by the student in each subject group. Each criterion is assessed at least twice in an academic year. Student performance is assessed against the published criteria of each subject. "*Criterion level totals for each subject are established for each student. Teachers apply the grade boundaries to estimate the final grade for the student in each subject*". *(IB Coordinator's Handbook of Procedures C1.6 -*

C1.7. Grade Boundaries and final Grades). It is criteria based for all subjects except the CAIE courses (as mentioned earlier). For the CAIE courses, percentages are used.

Task specific clarifications are at the teacher's discretion. They may be written or verbally communicated to the students. Students are given written task specific clarifications with the sample Internal assessments (**Formative and Summative)** at the said time of the assessments.

Grade	Boundaries
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

ASSESSMENT POLICY IN IBDP

The IB Diploma Programme assessment policy is derived from the IB's assessment philosophy and principles. Constructing and implementing an assessment policy helps the school engage meaningfully with IB assessment expectations and to develop them in the context of the school's unique circumstances. The Policy manual is made available to students, parents and staff on the school website. Students are also reminded of their assessment responsibilities as part of the preparation for Mid Term, Mock and Final examinations.

Local recognition of IB Diploma results in Pakistan is handled by the Inter Boards Coordination Commission (IBCC) and the Higher Education Commission (HEC). Students must earn the full IB Diploma, complete all six subjects and core components (CAS, TOK, EE), and meet the minimum passing score to receive IBCC equivalence, which converts IB grades into a local percentage. For university admission and degree recognition, HEC accepts the diploma after IBCC equivalence has been issued.

IBDP SUBJECT GROUPS

To achieve the IBDP certificate students must take **one** course in each of six academic groups:

Group 1 Language and literature (English, Urdu)

Group 2 Language acquisition (French Ab Initio)

Group 3 Individuals and Societies (Business Management, Economics, Psychology, Global Politics)

Group 4 Experimental Sciences (Biology, Physics, Chemistry, Computer Sciences, Environmental Systems and Societies)

Group 5 Mathematics (Mathematics: Analysis and Approaches, Mathematics: Applications and Interpretations)

Group 6 The Arts (Visual Arts, Film)

Students may choose to replace their Group 6 subject with an additional subject from any of the other IB subject groups listed above. In addition to their six subjects, all students must also complete the core components of the IB Diploma Programme: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity and Service (CAS).

Each IB subject is assessed on a scale from 1 to 7. For Diploma eligibility, the scores from all six subjects are added together. Student performance in both TOK and the EE is graded from A to E, and their combined results can contribute up to three (3) extra points to the overall diploma score, based on the official IB points matrix.

A student can achieve a maximum of 45 points in total for the IB Diploma. This consists of up to seven (7) points from each of the six subjects, plus a possible three (3) bonus points awarded for combined achievement in TOK and the Extended Essay.

Awarding of the IB Diploma

In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE and CAS requirements. A student must earn at least 24 points (if a candidate scores less than 24 points, the diploma is not awarded) and meet the following additional rules and requirements:

• CAS is not assessed but must be completed in order to pass the diploma.

• There is no "N" awarded for TOK, the EE or for a contributing subject.

• There is no grade E awarded for TOK and/or the EE.

• There is no grade 1 awarded in a subject/level.

• There are no more than two grade 2s awarded (HL or SL).

• There are no more than three grade 3s or below awarded (HL or SL).

• The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)

• The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)

• The candidate has not received a penalty for academic misconduct from the final award committee.

Assessment Policy in the Career-related Programme (CP)

Assessment in the IB Career-related Programme (CP) is designed to support learning while ensuring rigour, authenticity, and fairness across all components of the programme. Students are required to take two Diploma Programme (DP) courses that are assessed according to IB Subject-Specific Criteria and include both internal and external assessments. The CP core consists of personal and professional skills, service learning, a reflective project, and language development. CP Core subjects are assessed through a combination of internal assessment and external moderation: Personal and Professional Skills and Language Development are internally assessed by the school, while the Reflective Project is internally assessed and externally moderated by the IB. Career-related Studies (CRS) are assessed by the school in liaison with the CRS provider subject faculty. Assessment practices in the CP emphasise transparency, academic integrity, formative feedback, and alignment with the IB Learner Profile to support students in becoming reflective, skilled, and career-ready learners. To ensure consistency with IB standardization benchmarks, the school holds peer-teacher review sessions, mandatory faculty training and regularly communicates inclusive access arrangements for SEN students.

CP graduates earn an IB Certificate of the Career- related Programme, which is recognized globally for higher education and professional training but it is a separate credential from the full IBDP Programme.

Award of the IB Career-related Certificate

To be awarded the CP Certificate, students must:

- Complete all components of the CP core to a satisfactory level
- Complete all components of the Personal & Professional Skills course Years 1 & 2 to a satisfactory level
- Complete all components of language development, service learning, and reflective project
- The candidate must pass a minimum of two subjects for the Humanities Group and three for the Pre-Medical/Pre-Engineering Group of Higher-Level Diploma Programme Courses with a grade of 3 or higher
- Complete a two-year career-related study to a satisfactory level

DP/CP Assessment Practices

Formative Assessment

Formative assessment is an ongoing process used by teachers to monitor and evaluate students' understanding, interpretation, and application of course content. A range of assessment strategies is employed to gather evidence of learning and to provide timely, constructive feedback on student performance. This process enables teachers to identify individual student progress and adjust instructional approaches and learning activities

accordingly. Formative assessment methods may include quizzes, short presentations, class discussions, reflective tasks, and targeted questioning during lessons to check for conceptual understanding and skill development.

Summative Assessment

Summative assessment involves the systematic collection and evaluation of evidence to determine the level of a student's understanding and achievement at the end of a unit or set of topics. These assessments are designed and graded using school-based criteria aligned with IB assessment standards. Examples include end-of-unit tests, structured assignments, and examinations intended to measure cumulative learning before progression to subsequent units.

Where summative assessments contribute to term grades reported to students and parents, this is communicated clearly by the teacher at the beginning of the term. Summative assessments are structured to reflect the format and expectations of mid-year and final DP I examinations. They are a key component in the determination of predicted grades submitted for university applications and later reported to the IB in DP II. Assessment outcomes are shared with parents and/or legal guardians through parent–teacher meetings and through official reporting platforms such as the student web portal and ManageBac.

Homework

Homework mostly comprises revision of concepts taught in class to be evaluated through a formative or summative assessment. Teachers use various methods of assigning homework tasks such as submissions, essay writing, reading literature, watching documentaries and other links provided. All Homework is assigned on Managebac and the amount of time required to complete each task varies depending on the nature of the subject.

Internal and External Assessments

The IB Diploma Programme engages two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies that describe the conditions under which these assessments must be administered. As well, IB students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

The IB Internal Assessments (IA) provide students with opportunities to show research and other skills outside of final examinations and reflect the student's summative achievement rather than an average of formative marks. The main aim of conducting Internal Assessments is to evaluate student achievement against those outcomes that do not lend themselves to external written exams. These IA components are marked by the IB teacher before they are moderated by an external moderator. Examples of Internal Assessments are science courses, practical work, language oral interviews, and historical investigations. IB final exams are a major component of External Assessment by the IB as

a means of conducting standardised examinations for external marking. Other work such as the Extended Essay, English Written Assignment, and TOK Essays, is also externally assessed by IB examiners.

In addition to the IB internal and external assessments, IB teachers utilise school-based student assessments that are essential for student success and contribute to the students' report card marks. These marks are based on midterm assessments, cumulative tests using past IB exam questions, and in-class and homework assignments modelled on IB assessments. These school-based assignments may be evaluated on a 1-7 score based on IB grading criteria and respective grade boundaries for the subject.

IB Grading Scale	
Subjects are marked according to the following scale	The TOK course and EE are graded according to the following scale
7	A
6	B
5	C
4	D
3	E
2	N
1	

GRADING KEY SUBJECTS		
	HL	SL
7	80% & above	75% & above
6	65% - 79%	60% - 74%
5	55% – 64%	50% – 59%
4	45% – 54%	40% – 49%
3	35% - 44%	30% – 39%
2	25% - 34%	20% - 29%
1	Below 24	Below 19

IBDP/CP Admissions Policy

Learning Alliance International offers the full International Baccalaureate Diploma Programme (IBDP). Admission to the Diploma Programme and Career-related Programme (CP) is governed by the following criteria to ensure appropriate student placement and readiness.

Students graduating from the Middle Years Programme (MYP) at any recognized school are not required to take an admission test for entry into the IBDP. However, applicants from other educational streams or qualifications, including O Levels, High School, or Matriculation systems, are required to sit for an admission test as part of the entry process.

Students who opt for Higher Level Mathematics and/or Higher Level Physics are required to take a subject-specific aptitude test after enrollment in the programme. Enrollment in these subjects is confirmed only if the student achieves a minimum score of 70% on the aptitude assessment. All applicants are required to complete a psychometric assessment administered by the school's counselling team. These assessments are used to support informed subject selection and appropriate career pathway planning. Following this process, students must complete a Subject Selection Form, which is reviewed through an interview with the DP or CP

Coordinator, as applicable.

Applicants must submit the required academic documentation, including either their O Level certificate/eAssessment certificate or an official two-year transcript for MYP Years IV and V. New applicants must also provide at least one recommendation from their previous school. All recommendation letters must be officially signed and stamped.

As part of the admissions process, students are interviewed by the IBDP/CP Coordinator and the IB Head or School Principal. Final admission decisions are based on academic records, assessment results, subject suitability, and interview outcomes.

Students who have previously undergone mandatory withdrawal from a preceding class at Learning Alliance International are not eligible to reapply for admission to the Diploma Programme or Career-related Programme.

Applications for admission submitted after the start of the academic term may be considered only at the discretion of the School Principal, based on seat availability and academic suitability.

IBDP/CP Interview

The IB Principal and DP/CP Coordinator will interview the student to derive the following information and record it on the Interview Sheet:
- Student aspirations and life goals, including intended career pathways and higher education plans.
- Language background and support needs, including prior learning experience and language proficiency.
- Appropriateness of subject choices, aligned with student strengths and future academic goals.
- University prerequisite requirements, ensuring selected subjects meet intended university and programme entry criteria.
- Mathematical readiness and capacity, particularly for students considering Mathematics or other quantitatively demanding subjects.
- Group 2 language proficiency and prior experience, to confirm appropriate placement.
- Potential timetable constraints or subject combination clashes, to ensure a viable academic schedule.
- Understanding of programme rigor, including expected time commitment, workload, and required study skills.
- Identification of any special educational needs or learning accommodations, with reference to SEN documentation and required inclusive access arrangement forms.

CAREER COUNSELLING

The Learning Alliance International counselling office, keeping in mind it's multi targeted approach to counselling has partnered with Eye on Ivy, a leading career counselling firm to aid the rigorous University application process. The counselling department is there to

create a nurturing environment for all students ranging from MYP IV - DP II/CP II.

Our approach across all levels is varied and specific to the age group. From arranging career events to hosting information workshops, to a completely guided university admissions application process.

For all students the counselling office in collaboration with the CAS Coordinator regularly provides opportunities for co-curricular and other activities that will later help curate a suitable profile for university admissions. These cater specifically to the target programs of the students' choice. The counselling department also arranges career fairs/webinars where students have the opportunity to attend lectures and presentations given by professionals from various Fields.

Services included but not limited to:

- Early profile building
- Subject selection
- Study Skills
- Exam Taking Skills
- Career Choices
- Personality Assessment
- University Applications
- Personal Essays guidance
- Recommendations
- Financial Aid guidance
- CV and Portfolio Development
- Summer Internships and Community Service Programs

National Equivalence for the CP Cerificate

Recognition of the IB Career-related Programme (CP) in Pakistan is processed through the Inter Boards Coordination Commission (IBCC) and accepted for higher studies by the Higher Education Commission (HEC), subject to regulations. Students must complete CP requirements, including the required DP Higher Level courses, CP Core components, and an approved Career-Related Study to receive IBCC equivalence. IBCC issues equivalence based on the CP certificate, DP results, and verification documents, and HEC recognition typically follows after IBCC equivalence, with final admission decisions made by universities.

Scholarships in the Diploma & Career-related Programmes

Learning Alliance International offers merit-based scholarships for IBDP/CP students. This scholarship is to motivate students who excel in academics and achieve top scores in the MYP V e-Assessment.

DP I /CP I Scholarship Criteria

Scholarship Award	IB MYP	O LEVEL	SSC/ Matriculation	High School Diploma
100% off on Tuition Fee & other charges	52 points or above	10 A's or above	90% or above	95% & above
100% off on Tuition Fee*	50 - 51 points	8 A's or above	85% - 89%	92% – 94%
75% off on Tuition Fee*	48 - 49 points	7 A's or above	80% - 84%	88% – 91%
50% off on Tuition Fee*	46 - 47 points	6 A's or above	75% - 79%	85% - 87%
25% off on Tuition Fee*	44 - 45 points	5 A's or above	70% - 74%	80% – 84%

DP II /CP II Scholarship Criteria

Scholarship Award	Criterion		Core	Points
	Levels		Core	
100% off on Tuition Fee	Level 7 x 4 (28 points)	Level 6 x 2 (12 points)	B + B or above (2 points)	42 or above
75% off on Tuition Fee	Level 7 x 3 (21 points)		B + B or above (2 points)	40 - 41
50% off on Tuition Fee	Level 7 x1 (7 points)	Level 6 x 4 (24 points) / Level 5 x 1 (5 points)	B + B or above (2 points)	38 – 39
25% off on Tuition Fee			B + B or above (2 points)	36 - 37

Learning Alliance International students are selected for the Diploma Programme keeping in view their academic performance, attendance and conduct history. They must maintain 85% attendance every academic year in the Diploma / Career Related Programme, otherwise their scholarship will be revoked. The school reserves the right not to register any student for their final DP/CP external examinations in case the attendance calculated is less than 70%.

ONLINE ASSESSMENTS PROCEDURE FOR DISTANCE & HYBRID LEARNING

POLICY & PROCEDURES

During the COVID 19 pandemic, Learning Alliance International continued with an online learning and teaching system. The Distance Learning Programme (DLP) and Hybrid Learning Plan (HLP) are keeping in view the constraints of a lockdown and discontinuation of on-campus classes. The policies and procedures are on the use of digital technologies and platforms for online learning and assessment. The policies and procedures described here are based on principles that assessments presented to students by electronic means will be accurate, cyber safe, fair, reliable and secure and conducted according to and good practice and with academic honesty

The procedures within this document have also been developed to ensure that all online activity that involves the use of information technology (IT) is aligned with the guidelines suggested by CCW of the Federal Investigation Authority of Pakistan and the Cyber Safety Policy to keep students and faculty safe.

Learning Alliance International recognises that each learner is unique with a distinct set of needs and requires varied learning materials and eLearning activities to absorb information effectively. This is why it's only fundamental to offer a variety of

assessment types. The process of creating the e-Learning assessment strategy, it may be considered that some learners may need more interactive assessments, such as scenarios or simulations, to effectively gauge their proficiency. While some may do well with short quiz based assessment and others may successfully be able to attempt an essay-based exam in a systematic manner exhibiting great skill in language or communication. Wherever possible, a good mix of summative and formative assessments are designed to cater for the range of learning styles during the DLP and HLP. These practices also consider that many students may not have the same access to technology for which a detailed computer system compatibility check, required internet access details are uploaded on student portal and website.

General Principles

Development of Assessments

The LAI IT Department and the Programme Coordinators provide facilitation for sessions of training teachers, through modules/tutorials/videos on the effective use of online assessments, online platforms like Managebac and Assessprep, also ensuring how academic honesty and feedback technologies work.

All teachers/staff will undergo this training, as 'Assessment Online' is an integral part of 'Learning and Teaching Online'. This policy has been brought into effect since after the Covid19 Pandemic.

Similar modules/tutorials/videos/guidelines are shared with students and parents and are made available online on the school website. All communication is already continuing through the Student Web Portal and Managebac. Features and functions of Google Classroom, Managebac and Assessprep are also shared with the students and parents.

*Assessments include Continuous Formative Assessments as a part of regular online classes and end of term Summative Assessments.

At LAI, we ensure that the Distance Learning Programme and Hybrid Learning Plan meet the same assessment and evaluation standards as assessments conducted in traditional classrooms. Assessment instruments are even more diverse, for example, management reviews the core practices and systems to ensure assessment, evaluation and reporting of student progress are valid and reliable in both the DLP and HLP.

Teachers use practices that:
● Are fair, transparent and equitable to all students.
● Support all students, including SEN students.
● Are carefully planned to relate to the curriculum expectations and learning objectives and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students.
● Are communicated clearly to students and parents at the beginning of the learning period, with a rubric, be it DLP or HLP.

● Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.

● provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

● Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Assessment Design and Guidance to Students

Assessments are carefully designed with regard to IB curriculum and guidelines. Learning objectives and assessment criteria are made explicit and shared with students. Particular care will be taken in the design of objective tests consisting of multiple choice or multiple response questions to ensure that a sufficient quantity and quality of distractors are used. It is important that the marking scheme used should be made clear to the students in advance of any assessment. Assessments should be checked for accuracy of content, spelling, and punctuation and to avoid potential ambiguity. Peer teachers' review of new questions is recommended during vertical and horizontal planning. LAI takes the responsibility to ensure that students are familiar with the tool, system or delivery platform to be used, particularly prior to undertaking a summative assessment. Opportunities are provided for students to familiarize themselves with the relevant tool or system through the provision of a formative assessment of a similar format, incorporating question types and content relevant to the specific module of study.

The following information will be communicated by the teachers to students, before an assessment takes place:
● the format of the assessment
● the number and type of questions to be used/answered
● the scoring rules for individual questions and the overall assessment
● the contribution the assessment makes to an overall assessment structure
● how the questions are selected for the assessment
● time limit
● mode/procedure of submitting assessment
● consequences for students who submit assignments late or fail to submit assignments.

Types of Assessments

Formative Assessments include assignments that are a mix of individual and collaborative learning. Teachers work directly with the groups and monitor their work and check their understanding. Assessments are designed to incorporate strands of inquiry-based learning and real life links as these are embedded in the curriculum. Creative multimedia assignments, including videos are also incorporated in the assessments using specific rubrics.

Summative Assessments are conducted online during synchronous sessions with a time limit. Students answer the questions assigned in Google Classroom and Managebac for PYP in A4 size sheets and scanned papers or images of the notebooks are turned in during the prescribed time limit. Assesprep is used in MYP III, IV and V for assessments and drop box

submissions on Managebac for all subject assessments. Google forms and Submissions with live camera supervision are also conducted during the Summative Assessments. Duration, maximum marks allotted to questions, criteria and the transdisciplinary theme being assessed are all communicated and discussed before the assessment.

Some assessments are differentiated to minimize the pressure and anxiety for students considering online learning during the pandemic has been a high stress time for many children. Plagiarism checkers such as 'Turnitin' are used to check individual work for subject specific tasks and the final submissions.

Examples of digital assessments include:
● online quizzes and tests.
● assessed discussion boards, jamboards, websites, ppts, blogs, wikis, and e-portfolios. ● development of multimedia artifacts, simulations and models.
● individual or group presentations and reports using presentation software, videos and podcasts.
Few of the tools used are:
● Google Forms
● Kahoot
● Jamboard
● Nearpod
● Padlet
● Socrative
● Quizizz
● Animoto
● Mentimeter
● Exit Tickets

Inclusion
Students with Special Educational Needs (SEN) are supported through appropriate differentiation and modification of assessment tasks to meet their learning needs. Where applicable, additional time and other inclusive access arrangements are provided in accordance with approvals granted by the IB.
Procedures are designed to motivate and facilitate completion of work/assessment and, where appropriate, allow for additional and/or alternative opportunities to do so. Continuous formative assessments provide opportunities for Gifted and Talented students with challenging tasks including research projects, creation of websites/blogs, real-life linking videos, etc.

Reliability of the assessment platform
It is recognized that no system under the given scenario is 100% reliable and fool proof. In the event of technical problems or system failure at network level, teachers may be required to reschedule examinations or extend submission dates. During online examinations it is recommended that a backup of an internet device or system may be used or additional hard copies of the task may be also available. In Summative Assessments students are instructed to present a scanned copy of the answers solved in A4 sheets during the timeline provided for the assessment.

Approaches to digital marking

● create rubrics for grading templates to make marking criteria clear to students ● download submissions, enter marks and feedback

● encourage students to share their reflections

● view multiple choice tests and quiz results

● monitor learning using progress sheets.

● hide or reveal student marks at an appropriate time

● create customizable reports for modules, groups of students, defined categories or marking periods.

Digital Feedback

Teacher feedback and student reflection is of utmost importance in DLP and HLP as it is a new way for the teacher and the pupil. In addition to checking in on academic learning, it is important to check in on students' well-being and their overall online learning experience.

Simple questions can prompt students to share their feedback:

● What's working?

● What's not working well?

● What would you recommend?

Digital forms of feedback, will be provided wherever possible on both formative and summative assessments. This will include teacher feedback to individual students, groups and cohorts.

● Marking of achievement level and feedback of assessments and homework assignments should be prompt, within one week of being submitted.

● Detailed written feedback on homework and other written assignments

● Feedback should be encouraging in tone.

● It should identify what the student has done well in respect of meeting the learning objective/outcome.

● Areas for further development/improvement should be clearly explained.

● Marks/grades/criteria achievement level and feedback will be recorded.

Tracking and Monitoring: A progress sheet – with details of strengths, areas to improve and strategies to improve with a target set is created by all subject teachers based on the skills of every individual student. This will be shared with the students and parents. This is an elaborate grade book at the end of year showing the year progress in each theme for PYP, each subject and criterion in MYP and each subject in DP.

DLP and HLP Reporting: Reporting of assessment is done on Managebac twice a year for Mid Term and Final Term Assessments/Examinations.

ASSESSMENT POLICY REVIEW

The Learning Alliance International Assessment Policy for the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) is reviewed on a regular basis through staff coordination and management meetings, parent engagement sessions, and interdepartmental planning meetings. These review processes ensure that the policy remains current, effective, and aligned with IB requirements and school practices to promote student learning across the IB Continuum.

The policy is formally revisited and reviewed at the commencement of each academic term for all programmes (PYP, MYP, DP, CP).

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