Learning Alliance International

IB WORLD SCHOOL

PYP - MYP

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.

Purposes of Assessment

The purpose of assessment are to:

Promote student learning
This is done through -
- Giving constructive feedback to students by highlighting strengths and areas for improvement
- Providing opportunities for self and peer assessment/reflection
- Encouraging students to feel a sense of ownership of their learning
- Offering students opportunities to display their learning in a variety of ways
- Accommodating diverse learning styles and multiple intelligences

Provide information about student learning
This is done through -
- Finding out what students know/don't know and can/can't do through assessing prior knowledge
- Giving students opportunities to demonstrate how well they can apply their
- understanding
- Recording student progress in the following skills: *thinking*, *research*, *communication*, *social* and *self-management*
- Monitoring student behavior and performance in order to highlight students in need of additional support
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies

Assist in the evaluation of instruction and the programme of studies
This is done through -
- 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

➢ Suitability of assessment tasks/learning engagements for the aspects of the five essential **elements** (knowledge, concepts, action, skills and attitudes) in PYP and according to the four **criteria** (A , B , C and D) in MYP
● Annual reflection on the **Programme of Inquiry** in PYP and Curriculum Overview in MYP to track each aspect of the essential element vertically and horizontally

Principles of Assessment

Effective assessments allow the student to:

● have criteria that are known and understood in advance
● analyse their learning and understand what needs to be improved
● demonstrate the range of their conceptual understanding, their knowledge and their skills
● synthesize and apply their learning, not merely recall facts
● base their learning on real-life experiences that can lead to other questions to ask or problems to solve
● focus on producing a quality product or performance
● highlight their strengths and demonstrate mastery and expertise
● express different points of view and interpretations
● promote reflection, self and peer-evaluation.

Effective assessments allow the teacher to:

● plan them and build them into the learning, not add them after the fact
● identify what is worth knowing and assess it
● include collaboration between the student and teacher or among students
● take into account different cultural contexts and different ways of learning and knowing
● use scoring that is both analytical and holistic
● produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
● record every stage of the learning and teaching process
● plan further activities which address areas of interest for the teacher and the students.

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 students' 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 teacher 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 a 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 done 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.

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 parents, children and teachers as partners

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 the school community values

The reporting process reflects the values of the Learning Alliance 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 understandable to 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 incorporate what they learn into their future teaching and assessment practice
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 teaching and assessment practices to promote further progress in the children's 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

Progress Reports based on the assessments outlined above, are written by class teachers and specialists two times annually (a brief report at the end of Semester 1 and more detailed reports at the end of Semester 2).

Grade 1 and 2 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 personalized 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 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 standardization 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 recognized IB MYP certificate. Learning Alliance International students have been taking their IB MYP eAssessments since May/June 2017. Along with these assessments, the students appear for three Cambridge Assessment International Examinations (Islamiyat, Pakistan Studies and Urdu) in the beginning of MYP V (October - November session) to meet the state requirements of college admissions. These three examinations make the students eligible for an equivalence from the IBCC (Inter board Committee of Chairmen) - a body of Ministry of Education, Pakistan - to get into professional local colleges/universities especially the Medical colleges.

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 will assess student achievement and learning based on subject specific assessments.

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 programme. This facilitates the development of the Learner Profile Attributes in every student.

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 assessments as well as summative assessments. These progress reports may be shared with students to guide them further toward developing skills necessary to achieve MYP objectives.

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

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