



Learning Alliance

**International Baccalaureate
Middle Years Programme
(Candidate School)**

ASSESSMENT POLICY

Learning Alliance Mission Statement:

“LEARNING ALLIANCE 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 their self, 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.

Assessment Terminology:

1. **Internal Assessment:** Tools and strategies that teachers use in school to judge students’ achievement levels. Every academic year is divided into two terms and at the end of each term these assessments will take place.
2. **Formative Assessment:** Tasks carried out on a regular basis that direct student behavior and help them develop necessary skills required to perform in summative assessments. These tasks are continuously added to the learning process, depending on 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, from time to time, to develop student skills in accordance with the IB assessment expectations and practices.

Reporting to the parents is in the form of Progress Sheets which are maintained interactively in the School’s database and in the Administration Office. The School has purchased Managebac and MYP students will be using it from the second week of April and PYP V from August 2016.

At Learning Alliance, 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.

LATE/NO SUBMISSIONS:

When the student does not submit the 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 provided extra assistance if required. The child can contact the concerned teacher after school hours, and the teacher will assist the child in free lessons or arrange a remedial after school hours, depending on the nature of the assistance required.

Where more than one teacher is involved, common standards are set for standardization of internal assessments. This is done as part of the coordination meeting, held regularly and the monitoring and evaluation of the teaching practices in the classrooms by the Coordinator. To safeguard that a teacher assesses the students correctly the internal assessments are discussed before they are given to the students. The teachers make the assessments according to the IB level descriptors and then have a meeting with the coordinator to discuss the assessment. These assessments are even discussed amongst teachers across subject groups to achieve **internal moderation**.

FINAL GRADES in ASSESSMENT:

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 C 1.6 – C1.7. Grade Boundaries and final Grades) it is criterion based for all subjects except the CIE courses (as mentioned earlier). For the CIE courses percentages are used.

| Grade | Boundaries |
|-------|------------|
| 1 | 1-5 |
| 2 | 6-9 |

| | |
|---|-------|
| 3 | 10-14 |
| 4 | 15-18 |
| 5 | 19-23 |
| 6 | 24-27 |
| 7 | 28-32 |

Task specific clarifications are at the teacher’s discretion. Sometimes they are written and sometimes they are verbally explained to the students. For the internal assessments (Formative and Summative) students are given written task specific clarifications as provided with the sample internal assessments sent earlier.

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 start of the unit. Lessons will be planned accordingly and necessary steps will be taken to ensure academic honesty at all times. 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 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 new operational MYP e Assessment provides external evaluation for students in MYP year 5 (15-16 years old) that leads to the internationally recognized IB MYP certificate. Learning Alliance students will be taking their IB MYP e Assessments at the end of MYP 5. All requirements will be in place for the students to take their MYP e Assessments in May/June 2017. Along with these assessments, the students will be appearing for 3 Cambridge International Examinations (Islamiyat, Pakistan Studies and Urdu) in the beginning of MYP 5 (October – November session) to meet the state requirements of college admissions. These three examinations will make the students eligible to get an equivalence from the IBCC

(Interboard Committee of Chairman) – 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 will use assessment criteria, levels of achievement and score allocations to develop summative assessment tasks.

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

Summative assessments will aim to assess 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 will be assessing students continually; therefore, they will determine the level of achievement based on student work as well as their own judgment.

Self-assessment and reflection will be an integral part of student learning throughout the MYP programme. This will help develop the Learner Profile Attributes in every student.

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

At Learning Alliance, teachers and students are not alone in the learning process. All staff at the school, along with the parent body, plays a vital role. In the various interviews held with parents and students at the time of admissions, 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 the IB students at Learning Alliance, teachers ensure that students follow the IB's assessment philosophy and principles.

Reporting will be done at the end of first and second term in a meeting between teachers, parents and students. A report card will be issued to students based on their achievement level and scores in subject specific criterion at the end of each term. Final term assessment papers of a student may be shown to parents upon special request.

For the final term, an end of year MYP achievement level on the report card for each subject may be given. Progress reports will be 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.

References:

International Baccalaureate Organization. 2014. MYP: From Principles into Practice. International Baccalaureate Organization. Cardiff: UK.

International School of Paris. (2014-15). Secondary School Assessment Policy. Retrieved from https://www.isparis.edu/uploaded/documents/m/secondary_school_assessment_policy.pdf

John Glenn Middle School. (2012). JGMS MYP Assessment Policy.