

RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

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Assessment Philosophy in the Middle Years Programme (MYP)

Assessment is essential to teaching and learning. Teachers develop rigorous tasks that embrace a variety of assessment strategies. These strategies enable teachers to make professional judgments guided by the mandated MYP criteria in each subject. These criteria are shared with all stakeholders in education (students, parents, leadership and teachers) ensuring that the assessment process is transparent. Teachers use these criteria to develop task specific clarifications that explain how to utilise the rubrics in both formative and summative assessment tasks, and to identify the achievement levels that establish a grade. The criterion-related assessment represents a philosophy of assessment that is neither 'norm-related' (where students are compared to each other and to an expected distribution of achievement) nor 'incrementally-referenced' (where students must master all the strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level), (IBO 2014, MYP: From principles into practice).

On-going, authentic and cumulative assessment is integrated throughout the written and taught curriculum with all MYP teachers involved in assessment planning and creation within their subject areas. Wherever possible, MYP assessments should be authentic and relevant to real-life situations and tightly linked to the unit's Statement of Inquiry (SoI) and relevant Global Contexts.

Subject leaders and teachers should adhere to the Principles of MYP Assessment found on p.79 – 80 of 'MYP: From Principles into Practice'.

Assessment Philosophy in the Diploma Programme (DP)

All assessment within the Diploma Programme should be guided by IB-published subject-specific guides. Formative assessment should be used to inform students and teachers of progress and should explicitly prepare students for summative assessments.

Reflection on formative assessment should take place regularly, to enable students to develop skills and knowledge in order to reach their potential in summative assessments. Whilst focussing on subject-specific criteria on assessments, inter-disciplinary links should be considered and developed where possible. In addition, CAS, the Extended Essay and ToK should be used as opportunities for students to dictate the direction of their knowledge and skills development through authentic assessment that facilitates an understanding of both local and global contexts.

How assessment is used at RIS:

- ❖ To collect data that drives planning, differentiated instruction, reflection and continuous improvement
- ❖ To understand the strengths and barriers of our learners
- ❖ To track progress and attainment within a community of learners
- To involve all stakeholders (students, parents, teachers and leadership) in the development of each individual student

- To promote consistency in articulation of the written curriculum
- To promote an understanding of each subject content in connection to the real-world context

Principles of Effective Assessment

All stakeholders concerned with assessment must have a clear understanding of:

- The reason for the assessment and how it will contribute to the student's attainment level
- What is being assessed
- The criteria for success
- The consequences for not submitting or partaking in the assessment

There is an expectation that teachers at RIS are familiar with all aspects of this Assessment Policy which applies to their role, and suggestions for amendments or enhancements should be directed to the relevant curriculum coordinator after consultation with subject or grade level colleagues.

Access to assessments

Respectful assessment practice requires that students are able to fairly access their assessment tasks. Internally developed assessments can be adapted or scaffolded to allow for inclusion where appropriate. Recommended accommodations to overcome barriers to accessing assessments identified by official diagnoses should be included in student Passports and adhered to for all relevant assessments.

Assessment in the Primary Years Programme

Description of the school's use of programme assessment criteria

In accordance with the IB PYP Framework, PYP Teachers develop Central ideas and lines of inquiry for all Units of Inquiry and Stand-alone units, using backwards by design planning approach. Central ideas are assessed through our summative assessments and Lines of Inquiry through ongoing formative assessments. Subject conceptual understandings and knowledge and skills outcomes from our scope and sequence documents that will support the learning within each unit are also identified and these are also assessed through pre, formative and summative assessments. Approaches To Learning and Learner Profile attributes are formatively assessed during all units.

Teachers consider a range of tools and strategies, outlined by the IB when designing assessment tasks. Teachers are also asked to consider opportunities for more authentic assessments including performance tasks and 'Upgraded assessment' tasks involving engaging uses of digital media.

Other agreed assessments

Our assessment and evaluation of students for learning in the PYP is further enhanced in some subject areas through supplementary assessments selected by the school or required by the

UAE Ministry of Education and ADEK. Teachers should refer to our current guidelines for assessment for the following subject areas:

- Language
- Science
- Mathematics
- MOE subjects (Arabic, Islamic, UAE social studies, Moral Education)

These guidelines are updated annually in the linked locations by the relevant subject teams/committees.

Agreed assessment and reporting events are mapped out on the assessment calendar which is shared with staff at the beginning of the academic year.

Processes for standardisation of assessment of students' work

Standardisation of summative assessment tasks takes place as part of the collaborative planning and reflection process involving all relevant teachers. For all Units of Inquiry and stand-alone units teachers discuss examples of (High, Medium and Low) student work which results in further discussion and analysis of the areas which require closer scrutiny. The discussion is supported by collaboratively developed rubrics outlining conceptual levels of understandings.

Standardisation meetings take place several weeks prior to written report grading to support the standardisation of report grading in subject areas. This is to ensure that the outcomes have been addressed and that assessments, which are often continuous and can take many forms, have allowed accurate and reliable levels of attainment to be awarded.

Frequency of formative and summative assessment in the PYP

Formative

Formative assessment is ongoing and used by teachers to provide frequent meaningful verbal or written feedback. Regular student reflection, along with teacher and peer feedback support the identification of 'goals' - next steps in their learning. During each Unit of Inquiry, at least one formative assessment should be posted on the Toddle eLearning Journal with written feedback from the teacher.

Summative

Summative Assessment task/s are planned for all Units of Inquiry and stand alone units. Within two weeks of a Unit of Inquiry finishing a summative assessment should be reported to parents via their Seesaw E-Learning Journal with written feedback from the teacher.

E-Learning Journals in PYP

Seesaw E-Learning Journals are a key tool for documenting ongoing assessment and allow for real-time student reflection, teacher and parent feedback, and tracking of student goals. Each PYP student at RIS creates a Student e-learning Journal with work that reflects the development

of knowledge, skills, concepts and action as well as the Learner Profile. A separate 'Portfolio' folder is collected within the Seesaw E-Learning Journal from Grades 2-5. The format/framework may change as the students move through the PYP from EY1 to Grade 5 and demonstrate increasing independence.

The Student Journals represent elements of learning from the whole academic year and show evidence of student learning and reflection. The Journals include an array of evidence/artefacts selected by both students and teachers. The creation of the Student e-Learning Journals is supported by all PYP teachers across all curriculum areas.

Guidelines for student e-Journals are reviewed annually and updated within the feedback page of Staff Notebook.

Assessment in the PYP Exhibition

Students are formatively assessed on all essential elements throughout the inquiry process using relevant assessment tools and strategies. Evidence is recorded on Toddle and feedback given from homeroom teachers, parents and mentors during the process. Students are assessed as a group performance and qualitative feedback on individual performance is given as a comment in the written report.

Processes for reporting on student attainment in the PYP

At Raha, our philosophy is that successful student learning is the responsibility of students, parents and teachers. Communication between school and home is imperative to ensure students are receiving the support they need in all aspects of their education and development. Throughout the year we encourage informal communication between home and school through phone calls, emails and meetings on an individual basis. In addition, we organise a variety of formal opportunities for information to be shared between home and school regarding curriculum and student progress

PYP Written Semester reports

This written report is given twice during the academic calendar, once at the end of each semester, The written reports outline the students' academic progress, attainment and social development over one semester.

EY2-Grade 5 reports include:

- A general homeroom teacher narrative comment framed around the attributes of the IB Learner Profile
- A written narrative comment summarising the student's progress and achievement for each unit of inquiry completed
- A written narrative comment summarising the student's progress and achievement in Language and Mathematics
- Overall levels of proficiency, according to our RIS reporting key, are used in the report to describe students' attainment in, Language, Mathematics, Visual Art, Music, Physical Education, Arabic and, (for G1-G5) Islamic and UAE Social Studies

A

- Overall levels of effort, according to our school's attitudes towards learning descriptors are also reported in Language, Mathematics, Visual Art, Music, Physical Education, Arabic and, (for G1-G5) Islamic and UAE Social Studies A.

Students receiving support from the Student Support Department (Level 2 and 3) receive an additional narrative report within their main report, completed by the relevant Student Support Teacher.

EYI Reports

Students joining the school in EYI have often experienced very different prior nursery/preschool experiences to one another and demonstrate a wide range of developmental readiness. Many take time to settle into school and reveal their true abilities as learners. Consequently, the school believes that anecdotal comments provide a more insightful and reliable means of reporting on students at this age than the levelled descriptors of our reporting key. Our EYI Report Card includes anecdotal comments for the Learner Profile, Units of Inquiry, Approaches to Learning, Mathematics, PE, Music, and Arabic.

Parent-Teacher Conferences (PYP)

At RIS we hold 'First Impressions' Parent Teacher Conferences after 3-4 weeks of the new school year. These provide an opportunity for the homeroom teacher and parents to discuss how the student is settling emotionally, socially and academically in their new class.

Three-Way Conferences (PYP)

Three-Way Conferences are held half-way through the first semester. Three-Way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement.

Prior to the end of the conference new goals SMART goals are set, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion.

Student-Led conferences (PYP EY-Grade 4)

At Raha mid-way through the second semester we hold Student Led Conferences (SLCs). All students participate and are responsible for leading the conference between themselves and their parents. The conferences enable parents to gain a clear insight into the work their child is doing through discussion with their child as supported by the use of a Student Portfolio (now e-Learning Journal). Students will be supported in class time to prepare for SLCs and all subject specialists will contribute to and participate in the portfolio development and SLCs themselves. SLCs are based in homeroom classes, however they may include other learning environments. At the end of each conference each student will share their new learning goals.

Grade 5/6 Transition Conferences

Held mid-way through the second semester in place of SLC, Grade 5/6 Transition Conferences provide an opportunity for students, parents and the Grade 5 homeroom teacher to discuss the student's readiness for transition to Secondary school. Students, work with the homeroom teacher and parents to develop goals for the remainder of the year to support the child's preparation for Secondary school.

Description of local/national/state/external assessment requirements

All* students in Grades 3–5 will sit the GL Progress Tests for English, Mathematics and Science annually, and the dates are fixed annually on the assessment calendar. In addition, all students in Grades 3–5 will sit the ABT Examinations for MOE subjects. In addition, all students from Grade 1–5 complete the CAT4 and NGRT exams on a set yearly schedule (e.g. CAT4 each year is completed by Grade 2 and 4). The data will be used for monitoring the success and efficacy of our programme against international standards and helps us to identify our areas of strength and areas for future improvement. Teachers use individual student data to support differentiated teaching and goalsetting.

** Decisions about accommodations/exemption of inclusion students are informed by student passports.*

Assessment in the Middle Years Programme

Overview of Formative and Summative Assessment

Summative assessment happens at the end of a unit and at the end of a reporting cycle. Summative assessment is commonly referred to as assessment *of* learning. Summative assessments provide empirical evidence of student learning on a task. This evidence can be used in the form of data for classes, subjects and faculties and used to inform teaching and learning reflection on the curriculum, the cognitive demands of the task, errors and misconceptions and other insights into student thinking and application to tasks.

Formative assessment refers to information gathered during a learning process to identify learning needs and adjust teaching practices. Formative assessment is commonly referred to as assessment *for* learning. Formative assessment emphasises the importance of actively engaging students in their learning process and engages higher-order thinking skills and skills to enable students to be self-directed learners (Looney 2011 OECD Education Working Paper No. 58). Both assessment types (formative and summative) encompass the notion of feedback. Feedback is a purposeful response to a task whereby teachers and students analyse and assess information on the task and use this as a basis for improvement. Feedback that is timely, accurate and specific has shown to increase student achievement in educational research (Hattie and Timperley 2012; Visible Learning for Teachers).

MYP Cycles of Assessment

Two summative assessment cycles per year in each of the four criteria for each of the subjects studied in the MYP.

Formative Assessment; Assessment as learning during a cycle

A range of formative assessment strategies can be employed to enable the process of feedback to the student to enhance their engagement, skills, processes and outcomes on summative assessments. They can include, but are not limited to:

- a. Performance tasks (example: worksheets, drafts, practice recitals or rehearsals, portfolio pieces)
- b. Academic prompts (example: open-ended questions, performance prompts, technical feedback, written feedback)
- c. Quiz and Test items
- d. Information checks for understanding (example: observation, questioning, presentations)
- e. Self-assessments
- f. Portfolios
- g. Process journals
- h. Video evidence of tasks

Subject teachers should unpack (in detail) the strands in each of the four assessment criteria as part of the formative assessment process, equipping students with the necessary skills and knowledge required well in advance of the summative assessment tasks.

Summative Assessment; Assessment of learning at the end of a cycle

Summative assessment in the MYP require tasks to have the following components and adhere to the following rules:

- a. Summative assessment tasks must include the criterion rubric for the subject
 - I. Strand by strand or whole criterion can be assessed in a summative task;
 - II. One whole-criterion assessment in one of the two cycles of assessment per MYP Year level as a minimum.
- b. Task-specific clarification for the summative assessment
 - I. Task-specific clarification brings a level of specificity to the assessment criteria. They support the student in their assessment practices by giving clear instructions, assisting the students' understanding the types of evidence expected on the assessment to achieve the highest results and how the result is going to be measured against the command terms and the marking criteria. Task-specific clarifications also assist teachers in the standardisation process and the reflection on the unit. They can also help to create templates, worksheets and modifications for assessments.
- c. Summative assessments, in the majority of cases, must be completed at school during the academic day
 - I. This helps to reduce academic dishonesty;

- II. Enables inclusion arrangements and support from teachers;
- III. This helps to determine an accurate appraisal of students' ability against the summative assessment criteria at the end of the unit or at the end of the cycle.
- d. Timed summative assessments must be considerate of:
 - I. Inclusion arrangements of extra time, support devices such as readers, scribes and technology being used by the student;
 - II. The length of time and complexity of the assessment task must reflect the cognitive capabilities of the learner at the year level (for example, a timed-assessment for MYP Year 1, Grade 6, should be no greater than 60 minutes and the complexity of the questions must be able to be understood by students to an appropriate Lexile level for their age-group).
- e. The Infringement Protocols must be followed (See *Procedures for MYP Assessment non-submission or absence* and the *Academic Integrity Policy*)

A range of summative assessment strategies can be employed at the end of a unit or cycle of assessment. They must address the criteria strands or whole-criterion so that student can be effectively assessed against the criteria objectives and so that they can understand how they achieved their grade. Using the assessment criteria explicitly will enable student to precisely reflect on their achievement as part of the process of learning. Summative assessments can include, but are not limited to:

- a. Compositions (musical, physical, artistic)
- b. Products
- c. Projects
- d. Essays
- e. Exams
- f. Investigations
- g. Research Reports
- i. Performances
- j. Presentations (oral, visual, multimedia)
- k. Open-ended tasks

The Design of MYP Assessments

Assessment techniques are used to analyse student accomplishment against specific goals and criteria. Teachers make assessments through thoughtful observations and objective judgments and offer clear and helpful feedback to students (Wiggins and McTighe 2005; Understanding by Design).

Assessment best-practice encompasses setting authentic tasks and giving purposeful feedback against assessment standards to assist students to learn more effectively. Authentic tasks are ones that have targeted learning goals, clear success criteria, involve challenge, engage confidence in the learner and set high expectations. Typically, assessments reference

prior knowledge or achievement and extend the learner (Hattie and Timperley 2012; Visible Learning for Teachers). Assessment design should address the critical content and essential understandings or concepts, the major processes and skills and the performance outcome measures for the unit (Erikson 2002 Concept-based curriculum and instruction). Assessment practices require collaboration between students and teachers to effectively achieve. This collaboration happens through a variety of feedback mechanisms.

Summative assessments should be structured around the guidelines outlined in 'MYP – From Principles into Practice' (p.81-94), should be linked to the IB criteria and strands and have an appropriately structured assessment rubric to guide student learning and development. Each subject has 4 assessment criteria (A,B,C,D) split into two or more strands. All summative assessments should relate directly to one or more of these criteria and subsequently one or more criterion strand. Subject faculties design their own assessments (making adjustment when appropriate) around the subject-specific MYP rubrics with clear connections made to real-life context both locally and globally. There is a minimum requirement in all subject areas to assess each strand of each criterion twice during the school year to allow an accurate picture of student attainment to be established.

Awarding grades after a summative assessment

- Level 1 to 8 can be awarded in each Criterion (A-D);
- When establishing a final level for each Criterion in a reporting window, teachers will take a best fit approach based on all assessments involving that criterion to establish a final level of 1 to 8.
- The levels awarded for each Criterion (A-D) are then totaled up and the table (on the next page) is used to convert this score into a final grade for each MYP subject (1 to 7) using the conversions shown

Grade	Boundary Guidelines	Description
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.

- Subject leaders and teachers should adhere to the guidance provided in the following sections of 'MYP: From Principles into Practice':
 - Using MYP Assessment Criteria: p.81-84
 - Making adjustments or modifications to allow students with learning support requirements to gain proper access to the curriculum and assessments (p.85 and liaise with the Inclusion Team)
 - Recording Assessment Data: p.90-91
 - Reporting Student Achievement: p92-93

Policy on retaking assessments in the MYP

If a student performs below their expectations in an assessment, they are not entitled to sit a supplementary assessment unless there are serious extenuating circumstances involved. Such circumstances may include extended illness of the student resulting in an extended absence leading up to the assessment, a death or equally upsetting circumstance in the child's life or any other unavoidable situation which results in the student not being fully prepared for the assessment.

For Mathematics, in order to encourage students to try their best to achieve a passing grade (and thus understand more of the foundational skills which will be required further down the line) special conditions have been agreed, them being:

- Students in Grades 6-8 who score a 1 or 2 (ie, failing grade) for a Criterion A assessment will be given an opportunity (at lunch/after school) to attempt level 1-2 and 3-4 questions which are similar to those in the test. This will be compulsory.
- To maintain fairness for those who scored a 3 initially, the maximum that the student can achieve is 3.

Feedback, Student Portfolios and Analysis of Assessment Data

Four descriptors of feedback on assessment that can work within each of the types of formative and summative assessment tasks are as follows:

1. Task level feedback: how well is the task understood or performed?
2. Process level feedback: the main process needed to understand or perform the task
3. Self-regulation feedback: self-monitoring, directing and regulating actions
4. Individual level feedback: personal evaluation and affect (usually positive) about the learner or the approach to learning (Hattie and Timperley 2007 Model for Effective Feedback)

The Data Manager provides the MYP Coordinator (MYPC) and Heads of Department (HoDs) with a comprehensive analysis of each department's **attainment data** at the culmination of each of the four reporting periods. After meeting with the MYPC and their subject teams, the

HoD will complete an online questionnaire detailing their subject group's analysis of the data and areas and strategies for improvement. HoD action plans detail strategies and areas of focus based on findings from the data.

Approaches to Learning Skills (ATL skills) and Assessment

MYP assessment supports the development of Approaches to Learning skills (ATL skills) in order to support the process of learning. Approaches to Learning skills are a collection of skills and dispositions that help students effectively manage and evaluate their own learning. Among these essential approaches to learning are competencies for research, critical and creative thinking, collaboration, communication, managing information and self-assessment (IBO 2014, MYP: From Principles into Practice).

During the Semester 1 and End of Year reporting cycles, students will be given an ATL classification for each of the five categories (Communication, Self-management, Social, Research and Thinking skills) by each subject teacher, using the descriptors: Novice, Learner, Practitioner or Expert.

Command Terms within the Objectives for Assessment Criteria

Command Terms are embedded in the objectives of assessment criteria and assessment practices. Explicit teaching of command terms enables students to understand and apply these terms to assessment tasks effectively. Having a consistent definition of a command term enables student to understand the meanings and their application across subject groups. This clarity is important for students with diverse learning needs and complex language profiles. Consistent application of command terms reduces stress and confusion about their meaning and empowers students to manage their own learning and transfer cognitive and academic skills (IBO 2014, MYP: From Principles into Practice).

Standardisation of Assessment

Assessment in the MYP is largely an internal (school-based) process. Internal Standardisation is a process where more than one teacher in a subject group assesses a random sample of students' work and standardises their grading process before the final achievement levels are awarded to the class. The process involves teachers arriving at a common understanding of the criteria and achievement levels and how they are applied, increasing the reliability of their judgements. This practice happens regularly in subject groups and promotes consistency and builds common understandings about student achievement with respect to MYP objectives in each subject group criteria (IBO 2014, MYP: From principles into practice).

Heads of Department are expected to ensure their teaching teams standardise following the completion of each summative assessment where more than one teacher is involved in delivery and marking. This initially involves a discussion about how to approach certain questions/task specific outcomes in order to develop a consistent approach to marking and awarding levels. This is followed by the 'blind' marking of at least 3 samples (High, Medium and Low) of student work, which results in further discussion and analysis of the areas which require

close scrutiny. Departments are required to keep either electronic or hard-copy standardised samples of work for reference during future assessments. An online form should be completed by departments to update the records of completion.

The MYP coordinator should ensure that Heads of Department maintain a strict focus on the guidelines of awarding criteria-based levels with their teachers. These are outlined in the 'Using MYP Assessment Criteria' section of MYP – From Principles into Practice, found on p.81-85.

National and other External Assessment Requirements

- Students in Grades 6-9 will sit the GL Progress tests for English, Mathematics and Science once a year, dates are fixed annually on the assessment calendar. The data will be used for monitoring the success and efficacy of our programme against international standards and enabling us to identify our areas of strength and areas for future improvement. Teachers use individual student data to support differentiated teaching and goalsetting.
- CAT4: Students complete the CAT4 in Grade 6 and 8. This baseline data is used to identify students requiring additional support or needing extension.
- In terms of external requirements for Arabic language, students in Language and Literature (Arabic A) and Language acquisition (Arabic B) sit the ABT tests (Arabic Benchmark Tests). The ABT Tests are skills-based and they do not follow any single national curriculum, allowing students from all countries to be compared fairly.
- Students in Arabic A and B will complete the end of year Taaleem assessment.
- Students in Islamic Studies (A and B) will complete the end of year Taaleem assessment.
- Arabic A and B is taught using Ministry of Education (MoE) requirements while at the same time assessing using MYP criteria. Thus, MoE and IB integrated units and curriculum.
- Non-IB subjects: UAESS A&B (Grades 1-9) and Islamic A&B 1-12 are taught using MoE requirements and curriculum.

Sharing of MYP Assessment Procedures with the Broader School Community

- The published curriculum guides contain a summary of MYP assessment and grade calculations;
- Subject Guides and Assessment Rubrics are accessible via the Secondary Website.

Reporting on student achievement

School reports in the MYP are issued on ManageBac.

Reporting Cycle	Dates	Rationale	Details
Interim 1	Early November	Skills-focused and an opportunity for parents to have a general feeling about their child's progress prior to the three-way conferences.	Descriptor which relates to general rubric (drop-down menu).
Semester 1	Early February	All assessment criteria should have been addressed at least once, allowing for meaningful reporting of attainment.	Best fit for each Criterion; ATL skills 'ratings' (N,L,P,E). Generic Comment for each subject/grade
Interim 2	Early April	Snapshot of achievement providing any evidence of improvement since end of Semester grades	Achievement levels for each subject
End of Year	Late June	The student's cumulative assessment over the whole academic year.	Best fit for each Criterion; ATL skills 'ratings' (N,L,P,E). Personal Project scores for Grade 10.

Assessment in the Diploma Programme

All assessment within the Diploma Programme should be guided by IB-published subject-specific guides. Formative assessment should be used to inform students and teachers of progress and should explicitly prepare students for summative assessments. Reflection on formative assessment should take place regularly, to enable students to develop skills and knowledge in order to reach their potential in summative assessments. Whilst focussing on subject-specific criteria on assessments, inter-disciplinary links should be considered and

developed where possible. In addition, CAS, the Extended Essay and ToK should be used as opportunities for students to dictate the direction of their knowledge and skills development through authentic assessment that facilitates an understanding of both local and global contexts.

Overview of Assessment in the Diploma Programme

In the Diploma Programme the IB sets formal summative assessments. These take the form of

1. Internal Assessments marked by the class teacher and moderated by the IB
2. Externally Assessed coursework, which is not graded by the teacher and the entire cohort is assessed by the IB
3. Externally Assessed Examinations. These take place in April/May of Grade 12. Re-take exams take place in November each year.

The weighting of the assessments varies by subject and can be found in Appendix A.

In June of each year teachers submit date requests for formal summative assessments (IA's, Coursework, Orals etc.) to be added to the Calendar of Deadlines, via their Head of Department, to the DP Coordinator. This is collated and published in August, before the school year (the nature of ADEK requirements prevents an earlier publication). An edited student Calendar of Deadlines is published on Managebac.

Some deadlines are set by the IB – 15th March for Externally Assessed Coursework and 20th April for Internal Assessments and Predicted Grades. Raha's deadlines are five days prior to this each year – 10th March for Externally Assessed Coursework and 15th April for Internal Assessments and Predicted Grades. This is the school's deadline; students' deadlines will be well in advance of this date. As per the IB Handbook of Assessment Procedures for the Diploma Programme, if students miss the internal school deadlines for final submission of IA/EA work, the school may assign a grade of N for non-submission and the student may not achieve an IB Diploma.

Formative assessment takes place throughout the two-year course and should be used to both prepare students for summative assessment and to inform teachers and students of progress in the subject.

It is the teacher's responsibility to design formative assessments, which should be based on the assessment criteria in all cases. Assessment criteria can be found in the relevant Subject Guides. This information should be clearly shared with the students prior to each assessment. Formative assessment should enable students to be involved in the learning process through self-assessment, peer-assessment and reflections.

Grade 11 formative assessment will, along with the Grade 11 Mock Examination and any summative assessments which have taken place, provide the basis for students' initial Predicted Grade (submitted 1st October in Grade 12). Each department must produce an

assessment policy which outlines which formative assessments will inform the Predicted Grades and the weighting should be adjusted accordingly on Managebac.

Feedback and Marking

Assessments should be returned to students within two weeks of the submission date. In exceptional cases where standardisation may not be possible within two weeks, three weeks marking time is allowed. This extension should be communicated to students through Managebac. Any exemption from external assessments requires ADEK approval.

Marking should be positive, giving students credit for what they have done, rather than taking marks away for missing content.

Feedback should address what students need to focus on to improve their grade and should not include generic platitudes – for example “good work”, “keep trying” etc.

Comments can either be made on the work itself, rather than on Managebac, but it must be clearly stated on Managebac where the feedback can be found if this is the case.

All grades/totals should be within the IB framework. For example, if a percentage is given for a task, the equivalent IB mark should be clearly stated.

It is a requirement from the IB that teachers standardise assessments, which must take place before grades are returned to students. For reporting purposes, teachers must use their professional judgement, particularly in Grade 11 when there is less data available.

Study Leaves

Students are allowed a maximum of 4 weeks study leave to prepare for DP/pre-collegiate exams. This leave must be ADEK approved. Attendance during leave to be marked on esis as “online”. And teachers must be available online to the students who have taken leave and make accommodations for those who opt not to take study leave.

Study leave can also be used by students who are taking board exams or pre-college exams that they cannot do on our campus if our school is not a registered testing centre for that exam.

Standardisation

To ensure accuracy of assessment, standardisation should take place between subject teachers. For subjects where there is only one teacher, the teacher is encouraged to reach out to the wider IB community for assistance. An example calendar of collaborative “job-a-likes” can be found in Appendix B.

Standardisation should take place as soon as is possible after each assessment task, within the agreed time-frame, to ensure students receive relevant and accurate feedback.

Standardisation can take place during, but not be limited to, collaborative planning time on Tuesday after school in the meeting time.

All staff have been fully trained, having attended IB workshops, which is key to ensuring accuracy in marking assessments. Further to this, the IB sends feedback on IA's and Coursework after the examinations, which helps teachers adjust their assessing accordingly. There are also a large number of teachers who are qualified examiners.

Student Support

Inclusion students who have been identified through an up-to-date (within two years) educational psychologist report, by an approved provider are fully supported in the DP programme. Accommodations such as having a reader, scribe, additional time, separate centre, assisted technology are applied to both summative and formative assessments as outlined by the Student Support Department. The DP coordinator *must submit a request by November 15th of Grade 11, with the appropriate supporting documentation.*

Mock Examinations

Mock Examinations take place in May/June of Grade 11 and the first two weeks of January in Grade 12.

The Mock examinations are designed to

- 1) give students and teachers an understanding of the process of formal examinations
- 2) enable students and teachers to gauge their progress within the subject

Feedback of Mock Exams should be prompt and purposeful – as with other assignments, simply marking with a cross or tick is not sufficient to enable the student to address an issue with their learning. All exams should be marked within two weeks of the students sitting the assessment.

The Mock Exams will, obviously, have an impact on both reporting and predicted grades and it is imperative that students are aware of the weighting of the examinations against other assessments taken throughout the course.

Government -Required Assessment

Students who require a High School Equivalency Certificate from ADEK must sit Ministry of Education examinations in Arabic. Muslim students must all sit Islamic Studies examinations. These examinations are taken in either Language A or B, depending on the language capabilities of the student.

Communication

Managebac

All assessment feedback and grading should appear on Managebac. This is to ensure clarity and understanding between teachers, students and their parents.

Training for the use of Managebac is given to new staff in August, prior to the school year commencing.

Reporting

As well as regular feedback on individual assignments on Managebac, there is a regular reporting schedule, which can be found in Appendix E.

A report-writing guide can be found in Appendix F.

Predicted Grades

There are three rounds of predicted grades, issued in Grade 12:

October 1st: primarily for Ivy League/Oxbridge, Early Action/Decision or Medical applications (shared with students)

December 1st: for all other university applications (shared with students)

April 15th: IB final Predicted Grades (not shared with students)

Teachers MUST have explicit evidence when producing a predicted grade. Students should not be given unrealistic predictions as it will have an adverse effect on both the student themselves and future students as Raha's reputation will be negatively affected.

Teachers are expected to input the grades to the relevant online document, to enable data analysis by the HoGs, HoDs and DPC.

Failure to Submit Work

In all cases of students not submitting work, an email should be sent to the student and their parents.

Should any student fail to submit a piece of formative assessment, the Advisory teacher and Head of Grade should immediately be informed (in case the student is doing similar in other classes).

An extension for formative work is at the discretion of the teacher.

If work is not submitted on time, the teacher is under no obligation to give feedback on the work.

It is the student's responsibility to catch up on work missed as a result of not being prepared (such as completing a reading in Language B, to facilitate the lesson's learning).

If a student's failure to produce work (for example, as part of a group presentation) adversely affects other students, an extension can be made, but the student in question does not need to be given a grade for their part in the final product.

In all incidences of students failing to meet a summative assessment deadline, for any reason, the student, parents, Head of Grade and DP Coordinator should be informed immediately.

If a student misses a timed summative assessment, such as a Language Oral, a medical note must be produced, or the student receives no grade for that component. A "zero" grade will be given, rather than "N", which entitles the student to complete their diploma.

Failure to submit a draft, without an agreed extension, of an IA means the student will not receive feedback from the teacher.

An extension to a summative deadline may be given at the discretion of the teacher, however the Head of Grade and DP Coordinator must be consulted before the extension is granted (again, to avoid repeat offending).

Under no circumstance can a teacher give a student an extension beyond the absolute deadline of March 10th (for externally assessed coursework) or 15th April (for Internal Assessment). On this date, any work previously submitted as a draft will be uploaded to IBIS. There will be no exceptions to this rule.

Appendix A

Breakdown of subject grades:

Subject	Internal Assessment	External Assessment
Language A Higher Level	20%	80% - 20% Coursework - 60 % Examinations
Language A Standard Level	30%	70%
Language B (Arabic, French, Spanish)	25%	75% Examinations
Business Management	25%	75%
Economics	20%	80%
History	25%	75%
Psychology	HL – 20%, SL – 25%	HL – 80%, SL – 75%
ESS	25%	75%
Science (Biology, Chemistry, Computer Science, Design Technology, Physics, SEHS)	20%	80%
Maths	20%	80%
The Arts (Theatre Arts, Visual Arts)	25%	Coursework – 75%

Appendix B

Reporting Schedule

Grade 11

Settling-in report (November) This gives students an idea of how they have started the course.

Teachers give students one of the following: Intervention Required; Adequate; Developing Proficiency; Excelling

Term One Report (December)

Subject Grade and ATL Grade

Term Two (March)

This report gives a better understanding of how the students are performing. As well as a grade, there is also a generic comment which explains what has been covered so far in the subject. ATL skills are also assessed. This report is included on the students' final transcripts.

Term Three (June)

This report includes a full-written comment, and should incorporate the Grade 11 Mock Exam result. Clear areas to focus on, with specific targets, should be included. This report is included on the students' final transcripts.

Grade 12

Term One (December)

This includes a grade and ATL skills, along with a generic comment which explains what has been covered so far in the subject. This report is included on the students' final transcripts.

Mock Exam Results (February)

This only includes the Grade 12 Mock Exam results.

Term Two (March)

The final report includes a generic comment which explains what has been covered so far in the subject, along with a final grade. This report is included on the students' final transcripts.

Predicted Grades

There are three rounds of predicted grades, issued in Grade 12:

October 1st: primarily for Ivy League/Oxbridge and Medical applications (shared with students)

December 1st: for all other university applications (shared with students)

April 15th: IB final Predicted Grades (not shared with students)

Appendix C

Report Card Writing Guide

Subject reports

- Comments should read as though they are individualized
- Make sure student names are included. This should be their full name, as it is in ISams, not their nickname, or abbreviated name. This is a Ministry requirement.
- Comments should be student centred:
"James has made impressive progress this semester," not "I am really impressed with James's progress."
- Should begin with a general comment on the work covered.
- Can include specific grades (for example, mock exam results).
- Avoid comparing or ranking students.
- Should highlight positive, individual strengths
- Have clear guidelines for areas of improvement
- It is acceptable to end with personalized phrases directed at the student such as "Well done, Naomi." Or "Your progress is something to be proud of, Aaron."
- Semester, not term

Advisory comments should reflect the overall learner and may include:

- References to the learner profile
- References to student's punctuality, uniform and behaviour
- References to student's overall approach to school
- Reference to student's involvement in extra-curricular and CAS
- Comments should be directly aimed at the student "Your consistent positive attitude is a great contribution to our advisory, Walter."

Tip: have students spend time in advisory creating notes to help you know what they have been involved in and what they have accomplished.

What to do, what not to do

- Do not put yourself in the comment.
- Avoid ambiguity; 'pleasing' and 'nice', for example, are subjective.
- Don't make statements which make claims you cannot prove – e.g. "If Paul behaves better he will improve his grades."

Statements to avoid:

- "I am very pleased with Teejay's improvement."
- "Sharon's project on atoms was pleasing."
- "I really enjoy having Vaughan in my class."
- "Naeem is a pleasant boy."
- "Practicing vocabulary will improve Jarrod's results."

Language and Style Guide

- UK English Language
- Write in full sentences (no bullet points)
- Write in a formal tone
- Capitalise – Grade, Semester Two, Subject, Unit Titles
- Do not use contractions
- Titles of novels/plays etc should be in double quotations
- Practice is a noun; practise is a verb
- One space after a full stop or comma
- Apostrophes – possessive (it belongs to) – the man’s hat; the teacher’s apple. Names ending in “s” add an “s”–
e.g. James’s trousers. Plurals ending in “s” do not add an “s” – those girls’ shoes; plural’s not ending in “s” add an “s” – children’s dreams.
- Apostrophes – omission (missing letters) – It is becomes It’s; do not – don’t. But remember to try to avoid contractions in formal report writing.

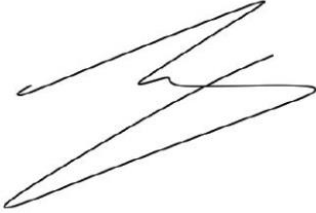
Comments should be between 150-300 words.

Examples:

So far this year in Science, Estee consistently takes an interest in real world connections to the subject and she can always be depended on to work carefully and precisely in the lab. Her model of the silver atom was constructed with attention to detail and her accompanying calculations and reflections included considerable analysis and insightful discussion. Through her tests and assignments, she has demonstrated an excellent understanding of atomic structure and the periodic table. Estee independently conducted research for her poster on the cardiovascular system and consistently sought feedback in order to extend her written work. She is encouraged to continue pursuing areas of interest in Science next year. Estee’s Grade 11 examination demonstrated her ability in Science; a mark of 29/30, which equates to a level 7, is an excellent achievement.

Lynlee is working on the skills necessary to become an effective actor. Unfortunately, she lacked focus during group work and performances, and did not contribute productively to class activities. Although Lynlee is learning to display deliberate and appropriate body language, mannerisms and gestures, her character did not have any focus, which greatly affected her overall performance. For her performance to achieve any credibility and expression she must work on her skills. Lynlee did not display reflections on her progress throughout this Drama unit nor show understanding of how the skills learnt in class helped to shape her performance. She began to critique the performances of others, and identify techniques used, although has yet to apply these to aid her own performance. It is imperative that Lynlee begins Semester Two with a positive attitude, in order to have the opportunity to obtain the grades she believes she is capable of.

Semester Two began by examining bias and propaganda in the media. This unit expanded on students' appreciation of discourse analysis in preparation for Grade 12 mock exams. Following the winter break, students analyzed the Arabic novel "The Thief and the Dogs" by Naguib Mahfouz, to develop their appreciation of the different perspectives of people from a variety of cultures, and how these perspectives construct meaning in literature. This unit was consolidated with Christine's most recent Paper 2 timed assessment. This assessment was a significant increase in challenge from her Grade 11 exam, as it required Christine to analyze two texts. With that in mind, Christine achieved slightly improved results and demonstrated she is capable of success with this essay. As a higher-level student, Christine is currently studying "Wide Sargasso Sea" and will complete an additional practice Paper 2 exam following the spring break. With all internal assessments and course work submitted to the IB Christine must continue to apply herself wholeheartedly in order to achieve her full potential with her final exams which are worth 50% of her final grade in this course. The best way for Christine to be as successful as possible with her exams is to practice writing under timed conditions at home in order to improve her confidence and produce her best possible work.

Date	Changes	Reviewed By
May – September 2019	Entire rewrite. This is now the Assessment and reporting policy and guidelines for the Secondary school.	 Vaughan, Andy, Paul, Amanda
09.2022	Changes to reflect GL – CAT4 and Progress tests.	SLT
09.2023	Full document review.	Vaughan
09.2024	Changes to reflect ABT, new reporting schedule, changes to assessment expectations in Secondary	Carol Pratt