



مدرسة المشرق الدولية  
Mashrek International School

Academically Prepared

**Mashrek International School**

Culturally Competent

**Assessment Policy**

**2013/2014**

Highly Skilled Team Member

Innovative Thinker / Problem Solver

Effective, Efficient User of  
Information Technology

Active Participant in Civic Responsibility

Effective Communicator

## Overview of assessment policy development

This assessment policy has been updated by Mashrek School for the academic year of 2011/2012, and again for the academic year of 2013/2014 by a committee to include updates that the school community has integrated within process of assessment as well as to align with the updates in the academic honesty policy and in preparation for E-assessments. Further updates and modifications will take place when seen appropriate or the need calls for it with regards to the school's five years strategic planning.

### Introduction

The faculty, staff, students, parents, and community believe in the school's mission statement and vision in developing lifelong, 21<sup>st</sup> century learners who meet the demands of a global society. In corporation with all stakeholders (parents, students, educators, and community members), Mashrek International school acknowledges the need to provide a curriculum and instructional pedagogy that encourage both diversity and unity, develop integrity and promote initiative and collegiality among our students as well as caters for individual needs and learning styles.

### Assessment philosophy

The primary purpose of assessment and evaluation at MIS is to support and improve student learning and cater for their different learning styles, experiences and abilities, therefore the assessment procedures must be fair to all students and varied in nature as to allow students to demonstrate their full range of learning experience. All assessments are administered, interpreted, and analyzed on yearly basis for further development and to align with requirements and updates of the IB programmes.

Assessment, learning and teaching are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21<sup>st</sup> century skills, knowledge and attitudes that will provide for success within our three IB programmes , in college, and beyond. In addition learning and assessment at Mashrek International School are criterion-referenced and based.

## Assessment Expectations for MIS

According to the IB Learner Profile, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”<sup>1</sup>With this taken into consideration and in accordance with the attributes of an IB learner, our expectations from assessments are perceived as follows:

### Effective assessment allows students to:

- Demonstrate a broad range of conceptual understanding and skills and make connections across content areas and concepts learned ;
- Demonstrate critical thinking abilities and engage their innate curiosity
- Apply critical thinking skills to a wide range of contexts through integrating reasoning and ethical decisions;
- Utilize a variety of learning styles and intelligences
- Reflect on educational experiences and progress through conducting reflective self-assessments, and participating in students led conferences to acknowledge areas of strengths and challenges and engage in setting personal goal to enhance academic achievement.

### Effective assessment allows parents to:

- Monitor evidence of student learning and improvement through the scrutiny of their children’s portfolios
- Provide opportunities of support to students and teachers
- Monitor their children’s progression towards their set goals

### Effective assessment requires teachers to:

- Engage in self-reflection on their own practice
- Use assessments’ analysis to inform and improve their instructional strategies
- Provide for a variety of assessments that caters for the different learning styles and develop
- Recognize students’ level of competency and build assessments that allows them to exercise higher thinking skills and practice transfer.
- Focus on students communications skills
- Make students aware in advance of the criteria required for producing a quality product

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<sup>1</sup> International Baccalaureate Organization. IB Learner Profile Booklet. Cardiff, Wales: International Baccalaureate Organization, 2006.

## Assessments' Practices and Focus areas

Effective assessment enables students to exhibit a broad range of conceptual understanding. Assessments therefore are designed to provide unbiased, significant and regular opportunities for students to demonstrate mastery of concepts and skills learned and practiced. All assessments are monitored by reference or professional teachers and heads of school levels for validity, consistency, preciseness, diversity, comprehensiveness as well as alignment with local and international common core standards. The assessments encompass a wide range of assessment tasks both formative<sup>2</sup> and <sup>3</sup>summative, essay format, and performance tasks across the curriculum.

- Assessment reflects learning and is a process involving diagnostic <sup>4</sup> assessment at the beginning of each learning cycle, formative assessment throughout and summative assessment at the end.
- Assessment is integrated through the processes of planning, teaching and learning.
- The use of multiple intelligence assessments and student portfolios to demonstrate growth over time is encouraged if applicable.
- Assessment, evaluation and communication of student growth are based on the curriculum and are in line with the school's philosophy and mission.
- Learning expectations, subject objectives and criteria for assessment are based on IB programmes and are communicated to students and parents in advance either in the course syllabus or prior the beginning of each unit though the unit handouts that are posted on the share point or the school website.
- Assessment supports the development of classroom learning cultures which are learning oriented rather than performance oriented. Assessment does not promote competition or fear of failure, but encourages risk taking, mistake-making and self evaluation.
- Feedback plays a vital role in the learning process; Assessment is used to establish where students are in their learning and a descriptive, timely and effective feedback is formulated to enable students reflect on their learning process and raise their academic performance.

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**Formative assessment** is the process of gathering information, by a variety of means, during the learning process, to identify the knowledge, skills and understanding that students have at that moment in time and that they should be developing. It provides constructive and specific feedback to teachers and students on the nature of students' strengths and weaknesses aimed to improve learning. This evidence is not intended as a measure of each student's achievement and should not be used for determining a grade except in circumstances when there is insufficient evidence from summative assessments.

<sup>3</sup> **Summative assessment** occurs throughout a course and is designed to allow students to demonstrate achievement towards the course expectations. It forms the primary basis for establishing the report card levels of achievement. Summative assessment provides information about student achievement, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum.

<sup>4</sup> **Diagnostic assessment** is the process of gathering evidence of students' knowledge, skills and understanding prior to instruction and is used to guide future teaching and tailoring programs to a particular student, or group of students. It is not used to evaluate student achievement.

## Special Assessment Needs

MIS, in accordance with IB policies, “believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized.” Such arrangements follow the principles and guidelines of the IB Diploma Programme as set forth in the IB document entitled “Candidates with assessment access requirements” (Published May 2009 and updated May 2011 and September 2013). Special assessment need policies are available to parents in the document entitled “General Regulations-Diploma Programme (May 2013 onward)” available in its entirety on the school web site. The excerpt from that document pertaining to special needs assessments appears here:

### <sup>5</sup>Article 19: Candidates with special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately.

### Article 20: Applicable procedure for candidates with special needs

20.1 Although the IB Organization is able to offer guidance on special needs, the school is responsible for carefully considering the options available to candidates and must be aware of any barriers that may deny access to any part of the Diploma Programme.

20.2 Special needs must be reported by the candidate or his/her legal guardian to the school’s Diploma Programme coordinator before the candidate starts the programme, with appropriate professional documentation. Temporary special needs resulting from illness or accident must be reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information.

20.3 If a candidate with a special need requires special assessment arrangements, the Diploma Programme coordinator must make such necessary arrangements and, where appropriate, request authorization for special arrangements from the IB Organization according to procedures stated in the handbook.

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<sup>5</sup> General Regulations: Diploma Programme For students and their legal guardians (May 2013 onward)-IBO

## **Assessment tools and Strategies**

MIS uses a broad variety of formative and summative assessment strategies and tools to provide a sensible opinion of students. Assessments are based on set learning outcomes that are governed by their purposefulness, validity and relevance. The use of a wide range of types of assessment creates learning the element of disadvantage suffered by any particular student.

### **Types of assessment strategies could include, but are not limited to:**

Class discussions and/or Socratic seminars: Data and/or document based question: Essays: Experimental investigations: Fieldwork: Group and individual oral presentations: Group cooperation and team work: Group critiques: investigations: Individual oral commentaries: Investigation workbooks: Multimedia presentations: Multiple-choice style quizzes and tests: Portfolios: Problem solving teams: Projects: Reflection logs: Research papers: Response journals: Short and extended responses: Sketchbooks: Skits and performances: Studio work

## **Homework**

Homework is designed to extend learning it is viewed as an independent activity which allows students to carry out and apply what they have learned in class. The frequency and quantity of homework assigned will vary among grade levels, subjects taught and course levels.

At the beginning of each course, the teacher will explain the homework policy to students and parents. The average time to complete homework should range from 30-60 minutes per class per assignment.

Homework should be an appropriate extension of the class work. The assignment and its purpose should be clearly stated and communicated with the students. When needed guided practice should take place in the classroom to prepare for homework. Homework assignments are coordinated among departments and organized through the classes homework policy to avoid the possibility of major projects/assignments sharing a mutual due date.

## **Academic honesty and authentic students' work**

MIS gives weight to academic honesty and strictly adheres to the **IB** and **school's** Academic Honesty Policy and procedures. In order to ensure that assessments are conducted in a proper manner students' work are regularly checked for authenticity. All students are required to sign with their guardians the academic honesty form administered by the school to orient them with any punitive measurement taken by the school in case of plagiarism.

## **Turnitin**

MIS has a site license with Turnitin ([www.turnitin.com](http://www.turnitin.com)). Students and teachers regularly use this site as a tool for submitting assignments/assessments, peer- assessment of work, self-assessment of work, and for ensuring academic integrity of student work.

## **Recording and reporting grades to parents**

Students' levels of achievement and skills are recorded in the school Pioneer system, which provides online access to students and parents to view the achievement and progress reports communicated according to the school's reporting cycle. Parents are provided with a parental unique code at the beginning of the year to allow them access on the Pioneer system.

## **There are four reports due during the year as follows:**

November – First quarterly progress report

February – End of semester achievement report

March – Third quarterly progress report

June – End of year achievement report

## **Communicating Students' achievements with parents:**

### **Student-led conferences**

MIS has adopted this type of conferencing to communicate student's academic and social progress with parents as it encourages students to accept personal responsibilities for their academic performance and enables them to reflect on the quality of their work and self-evaluate it.

Student Led Conferences also aims to facilitate the development of students' communication skills and to increase their self-confidence and their appreciation of their learning process and allows them to set personal learning goals.

Student Led Conferences are generally held twice a year after the first quarterly assessments, during which Students share their portfolios and samples of their work and learning engagements from across the curriculum.

In addition to the student-led conference, MIS communicate students' achievements and progress through parent-teacher meeting and parent-student-teacher conferences.

## **Assessment in the Primary Years Programme**

### **Kindergarten (KG) – Grade 4**

The fundamental purpose of assessment is to collect and analyze data to make decisions about how children are performing and growing. Assessment, therefore, is viewed as being integral with planning, teaching and learning. It is central to our common goal of guiding children through the learning process.

“Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decisions to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.”

IBO 2007, *Making the PYP Happen: A curriculum framework for international primary education pp.44, revised edition 2009*

### **What do we assess?**

Assessment is carried out entirely by PYP teachers; the IB provides overall expectations for each subject area but does not provide external moderation or examinations.

PYP teachers employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to make sense of their experiences. The assessment strategies and tools proposed by the PYP – rubrics, exemplars, anecdotal records, checklists, continuums, portfolios of work – are designed to accommodate a variety of intelligences and ways of knowing. Teachers notice, document and reflect in order to move students' progress towards individual learning goals. Where possible, they provide an effective means of recording students' responses and performances in real life situations that present real problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, which may include standardized tests, in order to assess students' performance, basic skills levels and efficacy of the programme.

Adapted from: IBO 2008, *Towards a continuum of international education p 19*

### **When and how do we assess?**

Before new learning engagements students' prior knowledge is established by means of pre-assessments and ongoing assessments inform the teaching and learning that occurs, students are assessed on their understanding of the lines of inquiry formatively, while they are assessed summatively on their conceptual understanding of concepts and the central idea. Students from age 3-5 cover 5 themes, and from age 5-10 cover 6 themes. Each of these will have summative assessment that is collaboratively planned by the grade level teachers. The assessed curriculum provides data on the written and taught learning and focuses both on the quality of the learning process and on the outcomes of the learning. Assessment will address students' understanding of the knowledge, key concepts, skills, attitudes, action and learner profile. Students will be given the criteria for successful assessment tasks. Timely feedback will be given to the students and to parents via end of semester reports.



Where appropriate mathematics and languages are assessed within the units of inquiry. Where this is not the case they are assessed as discrete subjects. These are planned for by each grade level and a variety of strategies are used.

Grade 4 students exhibition is assessed as it is the culmination PYP experience, it is required that the exhibition reflects all major features of the programme. "Therefore, it must include regular and careful planned assessment in two forms; ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly summative assessment and reflection of the event itself". Assessment of the exhibition takes place within the school and throughout the whole process, this should be rigorous and ensures integrity, as no formal assessments are done externally.

IBO 2007, *Making the PYP Happen: A curriculum framework for international primary education pp.54, revised edition 2009*

Portfolios of student work are part of the classroom programme and are maintained throughout the year. These are added to by both students and teachers and contain samples of work and documentation. The portfolio shows the child's work and both students' and teachers' reflection of the child's progress and learning. The included work is not necessarily only finished or 'best' work but rather work that shows the process that illustrates students learning. Students share their portfolios with parents at the student led conference.

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

IBO 2007, *Making the PYP Happen: A curriculum framework for international primary education p 50*

Teachers and students refer to portfolio policy to fill in the requirements of the portfolio to reflect student's involvement in learning.

## Appendix B

### Methods of Assessments Strategies and Tools<sup>6</sup>

Assessment strategies and tools					
Assessment tools Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

The strategies of assessments include a broad range of approaches and have been selected to provide a balanced view of the student performance abilities.

- Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- Performance Assessments: Students are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem. In addition, it entails the thoughtful application of knowledge rather than recalling facts. It has an identified purpose or audience,

<sup>6</sup> IBO 2007, *Making the PYP Happen: A curriculum framework for international primary education pp.48, revised edition 2009*

involves a realistic scenario, it has an established criteria and requires developing an authentic product or performance.

- **Transdisciplinary Skills Assessments:** (research, thinking, communication, self-management and social skills) the focus is on the process and skill application rather than the product. These skills are regularly observed in real contexts using checklists, narrative notes, and inventories.
- **Open-Ended Assessments:** Students are presented with a challenge and asked to provide an original response.
- **Tests/Quizzes:** These single-occasion assessments provide a snapshot of students' specific knowledge.
- **Portfolios:** An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection. Continuity Portfolios and Grade Level Portfolios are in use throughout the school.

### **Appendix C**

#### **Assessment Tools**

The previously identified assessment strategies are put into practice at Mashrek International School by using the following assessment tools.

- **Rubrics:** Rubrics are established sets of criteria used for scoring or rating children's tests, portfolios or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by children as well as by teachers.
- **Benchmarks/exemplars:** These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.
- **Checklists:** These are lists of information, data, attributes. Or elements that should be present.
- **Anecdotal records:** Anecdotal records are brief, written notes based on observations of children. These records need to be systematically compiled and organized.
- **Continuums:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

## Assessment in the Middle Years Programme

### Grades 5 – 10 (MYP Year 0 – MYP Year 5)

The MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

MYP assessments aim to identify what students Know (Factual knowledge), understand (conceptual knowledge) and are able to (procedural knowledge) at different stages in the learning process and at an increasing sophistication from year level to another

Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

Students at Mashrek are assessed in the eight MYP subject groups:

- Language and literature
- Language acquisition
- Mathematics
- Individuals and societies
- Sciences
- Arts
- Digital design- Product design
- Physical and Health Education

Students in grade 10 are assessed on the Personal project which is an extended piece of individual work demonstrating the students learning in the MYP, particularly their development of ATL. Satisfactory completion of the Personal Project is a condition of attaining an MYP certificate.

### Information for teachers on assessments

Each criterion for each subject must be assessed at least twice each semester

All strands of criteria must be assessed along the academic year and not necessarily in every task, except for grade 10 all strands must be assessed in a given task

Task specific clarification must be used where appropriate

As the same criteria are used at each grade level, it is not appropriate to assess younger students using the same achievement level descriptors as the Year 5 students. The IBO has developed a guide in 2008 a guide called Interim objectives, which contain modified objectives for years 1 and 3 as well as examples on suitable assessment tasks. Grade 5 follows what is described for Year 1, Year 2 follows what is described for year 3 and year 4 follows year 5 descriptors.

Teachers use “best-fit” approach to select the achievement level that best describes the piece of work being assessed. It is

Teachers are to use their professional judgment to award students their final level of achievement

## Information for students and parents on assessments

The process of assessment should be as transparent as possible. Learners are clearly informed about why, how, when, where and by whom they will be assessed. Assessment is contextualized where possible. This means that learners are assessed on how they apply knowledge and skills. Students should be given clear notification of assessment tasks that have a formal structure, in sufficient time for the student to prepare for the task

- Minimum notification times to be given are: 7 school days for a test or in class task; 10 school days for an assignment task.
- The notification should include: Scope/context of the task; form of the task; rubrics/criteria, timing and duration of the task; due date of the task.

## Awarding Grades for MYP Students

At the end of the academic year the total for each subject criteria professional judgment is added and a final level of achievement is awarded using each subject grade boundaries

**Note MYP assessment criteria and grade boundaries is found in appendix #(C) and (D)**

## Appendix A

### Generic grade descriptions for the MYP and the IB Diploma

Grade	Descriptor
Grade 1	<b>Minimal</b> achievement in terms of the objectives.
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations <b>with support</b> .
Grade 3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
Grade 4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A <b>consistent thorough understanding</b> of the required knowledge and skills, the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

## Appendix B

### Assessment Tools

The previously identified assessment strategies are put into practice at Mashrek International School by using the following assessment tools.

- Rubrics: Rubrics are established sets of criteria used for scoring or rating children's tests, portfolios or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by children as well as by teachers.
- Benchmarks/exemplars: These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.
- Checklists: These are lists of information, data, attributes. Or elements that should be present.
- Anecdotal records: Anecdotal records are brief, written notes based on observations of children. These records need to be systematically compiled and organized.
- Continuums: These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

**Appendix (c)**  
**Assessment Criteria**

**Language & literature assessment criteria**

<b>Criterion A</b>	Content(receptive and productive)	Understand and analyze the language content structure, meaning and significance through reading and writing	<b>10</b>
<b>Criterion B</b>	Organization	Organize ideas and arguments in a coherent and logical manner	<b>10</b>
<b>Criterion C</b>	Style and Language mechanics	Use language for a variety of purposes. Use appropriate register, vocabulary, grammar, structure and correct spelling	<b>10</b>
<b>Criteria used for Arabic language year 0, year 1 and year 5</b>			
<b>Criteria used for English Language year 5</b>			
<b>Criterion A</b>	Analyzing	deconstruct texts, identify their elements and extract meaning from them through demonstrating an understanding of the creator's choice , relationships between various components of the text and making inferences	<b>8</b>
<b>Criterion B</b>	Organizing	Value and demonstrate understanding of opinions and ideas using a range of appropriate conventions for different forms and purposes of communication, and the ability to organize these ideas Recognize the importance of maintaining academic integrity	<b>8</b>
<b>Criterion C</b>	Producing text	Engage in the process of text creation both in the creative process and the connection between the creator and their audience Explore and appreciate new and changing perspectives and ideas	<b>8</b>
<b>Criterion D</b>	Using Language	Use accurate and varied language appropriate to the context and intention	<b>8</b>
<b>Criteria used for Arabic year 2, year 3 and year 4</b>			
<b>Criteria used for English year 0,year 1, year 2, year3 and Year 4</b>			

**Language Acquisition assessment criteria**

<b>Phases</b>	<b>All six phases</b>		
<b>Criterion A</b>	Oral Communication	Listen, respond, interact and speak for specific purposes	<b>8</b>
<b>Criterion B</b>	Visual Interpretation	Interpret and engage with visual text that is presented with spoken and written text	<b>8</b>
<b>Criterion C</b>	Reading comprehension	Understand information, interpret and engage with written text	<b>8</b>
<b>Criterion D</b>	Writing	Organize and express thoughts, feelings, ideas and opinions in writing, write for specific purposes, and develop accuracy	<b>8</b>
<b>Criteria used for English , Arabic, Spanish and French</b>			



## Individuals & Societies assessment criteria

<b>Criterion A</b>	Knowing and understanding	Demonstrate knowledge and understanding of subject – specific content and concepts t. Use of humanities terminologies in context	<b>8</b>
<b>Criterion B</b>	Investigating	Formulate a clear focused research question, formulate and follow an action plan to investigate the research question, use different methods to collect information, and address the research question	<b>8</b>
<b>Criterion C</b>	Thinking critically	Analyze concepts, events, issues models and arguments , analyze and evaluate resources, recognize values and limitations, interpret different perspectives and limitations, synthesize information to make valid, well- supported arguments	<b>8</b>
<b>Criterion D</b>	Communicating	Communicate and structure and information and ideas, document sources of information using a recognized convention	<b>8</b>
<b>Criteria used for Geography, History, Economics and Civics</b>			

## Sciences assessment criteria

<b>Criterion A</b>	One World	Understand the role of science in society. Explore how scientific developments and applications are used to address local and global issues	<b>6</b>
<b>Criterion B</b>	Communication in Science	Communicate scientific information using different modes (verbal, visual) and appropriate format. Acknowledge and cite resources	<b>6</b>
<b>Criterion C</b>	Knowledge & understanding of Science	Understand and apply scientific ideas, concepts and processes to solve problems	<b>6</b>
<b>Criterion D</b>	Scientific inquiry	Design and carry out scientific investigations by stating a problem ,formulating a hypothesis, identifying variables , planning and evaluating the process	<b>6</b>
<b>Criterion E</b>	Processing Data	Organize ,process and interpret quantitative and qualitative data	<b>6</b>
<b>Criterion F</b>	Attitudes in Science	Develop , safe, responsible and collaborative working practices when working in science labs	<b>6</b>
<b>Criteria used for Integrated sciences, Biology, Chemistry, Physics</b>			

## Mathematics assessment criteria

<b>Criterion A</b>	Knowledge and understanding	Use and apply mathematical concepts , strategies and skills to solve problems	<b>8</b>
<b>Criterion B</b>	Investigating patterns	Investigate a problem to find a pattern, describe a relationship and justify or proof it	<b>8</b>
<b>Criterion C</b>	Communication in mathematics	Use of mathematical language(notations, symbols, terminology) and mathematical representations(formulae, diagrams, tables, charts, graphs, and models	<b>6</b>
<b>Criterion D</b>	Reflection in mathematics	Reflect upon methods and findings. Explain the connections to real life	<b>6</b>

## Arts assessment criteria

<b>Criterion A</b>	Knowledge and understanding	Demonstrate knowledge and understanding to the art form(s) studied	<b>8</b>
<b>Criterion B</b>	Application	Apply knowledge and understanding, skills and techniques to develop artistic ideas	<b>10</b>
<b>Criterion C</b>	Reflection and evaluation	Reflect on and evaluate the process applied	<b>8</b>
<b>Criterion D</b>	Personal Engagement	Show commitment , engagement and positive communication with peers	<b>8</b>
<b>Criteria used for Visual Arts and Music</b>			

## Physical & Health Education assessment criteria

<b>Criterion A</b>	Use of knowledge	Understand principles of a variety of physical activities, sport-related and health -related fitness	<b>8</b>
<b>Criterion B</b>	Movement composition	Sequence and link movement in accordance with the principles and concepts of the activity studied	<b>6</b>
<b>Criterion C</b>	Performance	Show basic and complex skills, and techniques when performing the activity studied	<b>10</b>
<b>Criterion D</b>	Social skills and personal engagement	Show respect, support , encouragement and positive attitudes when communicating with others	<b>8</b>

## Technology/ Design assessment criteria

<b>Criterion A</b>	Investigate	Identify a problem, develop a design brief, formulate a design specification, evaluate resources	<b>6</b>
<b>Criterion B</b>	Design	Generate designs that meet the specifications, evaluate and justify their choice	<b>6</b>
<b>Criterion C</b>	Plan	Construct a plan to create the chosen product/ solution. Justify any modifications to the design	<b>6</b>
<b>Criterion D</b>	Create	Use appropriate techniques, tools, and materials for creating the product/solution. Document the process of creating the product/solution	<b>6</b>
<b>Criterion E</b>	Evaluate	Evaluate the product against the design specifications; evaluate its impact on life, society and/or environment. Evaluate their own performance at each stage of the design cycle and suggest improvements	<b>6</b>
<b>Criterion F</b>	Attitudes in technology	Show motivation, independence and positive attitudes. Work effectively as a member of a team	<b>6</b>
<b>Criteria used for Computer Technology Year 5</b>			

<b>Criterion A</b>	Inquiring and analyzing	Explain and justify the need for a solution to a problem for a specified client /end-user Identify and prioritize the research needed to develop a solution, analyze exciting products that inspire a solution to the problem, use of a range of resources to develop a possible solution referencing these resources	<b>8</b>
<b>Criterion B</b>	Developing ideas	Develop a design specification for the design of a solution, develop a range of feasible design ideas ,present and justify the final chosen design , develop accurate and detailed planning and outline the requirements for the creation of the chosen solution	<b>8</b>
<b>Criterion C</b>	Creating the solution	Construct a logical plan and follow it to make a solution , demonstrate excellent technical skills, present the solution either electronically or through photographs	<b>8</b>
<b>Criterion D</b>	Evaluating	Critically evaluate the solution explaining how it could be improved and its impact on the client or market	<b>8</b>
<b>Criteria used for Digital Design Year 0, Year 1, Year 2, Year 3 and Year 4</b> <b>Criteria used for Product Design Year 1, Year 2, Year 3 and Year 4</b>			

**Appendix (D)**  
**Assessment Criteria**

Language & Literature Arabic Year 0, year 1 Year 5 English Year 5		Language & literature Arabic Year 2, Year 3, Year 4 English Year 0, Year 1, Year 2, Year 3, Year 4		Language Acquisition (Arabic, English, French, Spanish)		
Grade	Boundaries	Boundaries		Grade	Boundaries	
1	0 -4	0 - 3		1	0 - 3	
2	5 -9	4 – 7		2	4 – 7	
3	10 - 14	8 – 12		3	8 – 12	
4	15 – 19	13 – 17		4	13 – 17	
5	20 – 23	18 – 22		5	18 – 22	
6	24 – 27	23 – 27		6	23 – 27	
7	28 - 30	28 - 32		7	28 - 32	
Individual & societies (History, Geography, Civics, Economics)				Sciences (Integrated Science, Chemistry, Biology, Physics)		
Grade	Boundaries		Grade	Boundaries		
1	0 - 3		1	0 – 5		
2	4 – 7		2	6 – 11		
3	8 – 12		3	12 – 18		
4	13 – 17		4	19 – 24		
5	18 – 22		5	25 – 28		
6	23 – 27		6	29 – 32		
7	28 - 32		7	33 - 36		
Mathematics				Arts (Visual Art, Music)		
Grade	Boundaries		Grade	Boundaries		
1	0 – 4		1	0 – 3		
2	5 – 8		2	4 – 8		
3	9 – 12		3	9 – 13		
4	13 – 17		4	14 – 20		
5	18 – 21		5	21 – 25		
6	22 – 25		6	26 – 30		
7	26 - 28		7	31 - 34		
Physical & Health education		Technology		Design	Personal Project Only for Year 5	
		CT Year 5		DD/PD Year 0-Year 4		
Grade	Boundaries	Grade	Boundaries	Boundaries	Grade	Boundaries
1	0 – 5	1	0 – 5	0 - 3	1	0 – 5
2	6 – 10	2	6 – 9	4 – 7	2	6 – 9
3	11 – 15	3	10 – 15	8 – 12	3	10 -13
4	16 – 20	4	16 – 21	13 – 17	4	14 – 16
5	21 – 24	5	22 – 26	18 – 22	5	17 – 21
6	25 – 28	6	27 – 31	23 – 27	6	22 – 24
7	29 - 32	7	32 - 36	28 - 32	7	25 - 28

## Appendix G

A major purpose of the monitoring plan is to put a system for the ongoing collection of data aligned with the content objectives you are responsible for teaching. You cannot analyze data you don't have. And it is not useful to analyze data that is not aligned with your learning outcomes. Once you have the data, you are ready to analyze.

### How will a teacher analyze data?

Your purpose in analyzing classroom data is to determine what your students have learned, what they need help to learn and how you need to plan instruction to ensure that they all do learn. In an Educational Leadership article entitled, "Developing Data Mentors," the authors say that "gathering student-assessment data is not enough. Administrators and teachers must learn to analyze the data and apply this information in the classroom."

- There are a number of key questions that an examination of classroom data should address.
- What content objective was the teacher assessing?
- What percent of students demonstrated proficiency?
- What implications does that have for instruction?
- Which students have not demonstrated that they can do this?
- What diagnostic information did an examination of student work provide?
- Based on individual student performance, what do I need to do next to move the student to proficiency?
- Based on the class performance, what re-teaching do I need to do? (what strategies should I modify?)
- After reassessing, did my students demonstrate proficiency?
- Do we have any students who are not attaining proficiency across objectives?
- What interventions have we tried? What interventions do we plan to try next?

When intervention is planned with the end in mind, the evaluation process is not difficult. When you inherit intervention programs that have not been planned with any end in mind, you often find that the teacher and students are unclear what the goal is and have not collected baseline data against which they could chart progress.

**Assessment Analysis**

Evaluation Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade : \_\_\_\_\_

Date of task: \_\_\_\_\_

Criterion/Criteria Assessed: \_\_\_\_\_

Type of Task: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Content aligned with MYP objectives assessed are:

**Percent of students demonstrated proficiency\***

$$= \frac{\text{No. of proficient students}}{\text{Total No. of students}} \times 100\% = \square$$

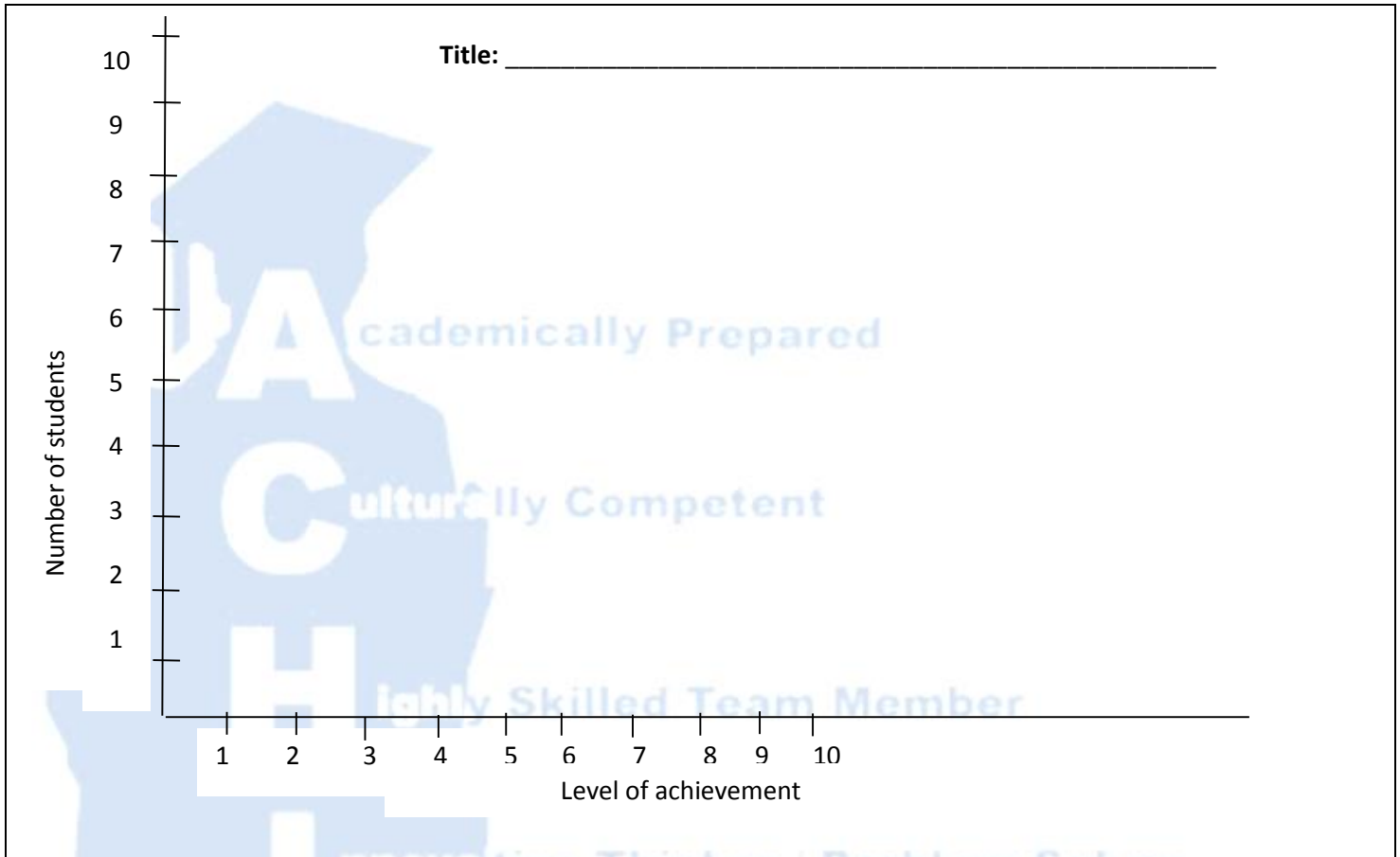
**Criterion level average =**

$$\frac{\text{sum of all level achieved by all students}}{\text{Total number of students}} = \square$$

Median =

\*Proficiency level is determined by the descriptor of the criterion

**List of students that have not demonstrated proficiency/grade level**



**Teacher's reflection :**

- What diagnostic information did an examination of student work provide?
- What common mal performance was noticed? Why?
- Based on individual student performance, what do I need to do next to move the student to proficiency?
- Based on the class performance, what re- teaching do I need to do? (What strategies should I modify?)
- After reassessing, did my students demonstrate proficiency?

## Assessment in the Diploma programme

### Grades 11 – 12

#### What do we assess?

The nature of what is to be assessed is precisely defined through the subject assessment objectives from which assessment criteria is derived.

In the context of the Diploma Programme (DP), the term of formal assessment is used to describe all those assessment instruments that are used to contribute to the final qualification. Final assessment is high-stakes, criterion-related performance assessment. However, over the course of the two years, teachers must engage in assessment for learning, as they do in the PYP and the MYP, using a wide range of assessment strategies appropriate to the nature of the understanding they are assessing. As in the PYP and MYP, the single most important aim of assessment in the DP is that it should support and encourage future learning.

#### When and how do we assess?

Formal DP assessment is **summative** assessment designed to record student achievement at, or towards end of, the course of study and used to contribute to the final qualification.

The assessment statements in each guide and the command terms direct teachers to the depth of the content and the anticipated learning outcomes. All students are introduced to all subjects' assessment components and their weight in the final results. Self and Peer-assessment are essential in identifying successful features and promote the respect to others work and suggestions to improve.

The DP school assessment results are analyzed and used to modify instruction and to provide formative feedback to students in order to prepare them to the external exams at the end of the two years course.

During their two years of study in the DP, students produce work for internal assessment, some of which is marked by classroom teachers according to subject specific criteria, and then moderated by external examiners. Students also complete assessment tasks during the course of study under the supervision of teachers, which are then externally examined. Teachers use different assessment tools as mentioned previously in this document.

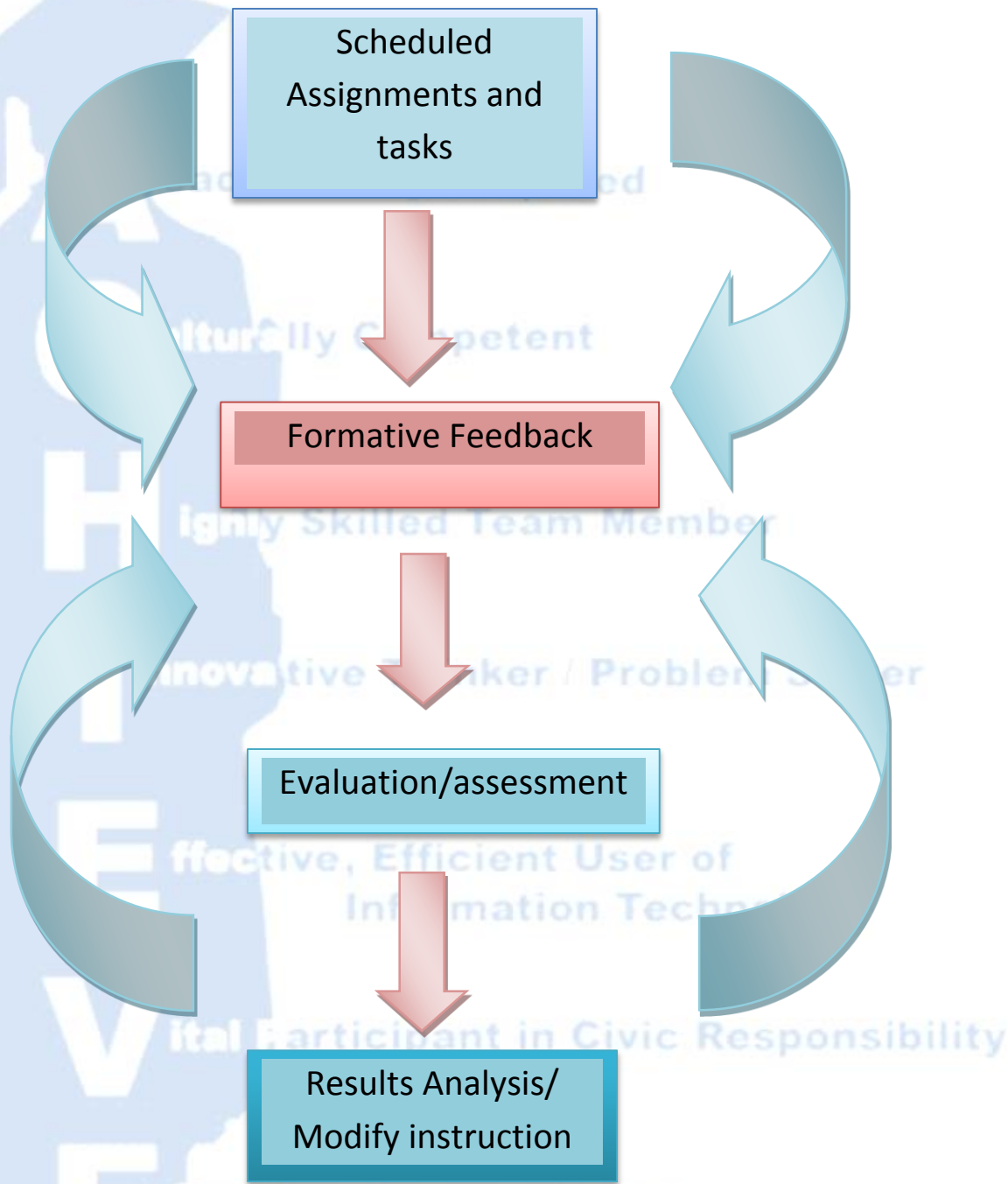
Teachers use past exam papers and mark schemes during the two years course to design tests, quizzes, homework and classwork (Formative assessment along with effective feedback) ...etc. Question banks are made available to all DP students in the library to practice exam questions in their study periods during school days.

A variety of formative assessment must be used throughout the two year of IBDP in order to assess student academic progress.

All DP courses are assessed by IB-appointed external examiners; except for creativity, action and service. Different assessment models apply to each course of study but all include significant components that are internally assessed.



Grade 11 and 12 IBDP teachers design their homework policy to support students' learning and prepare them for assessment.



At the end of the two years of study students sit examinations in their selected and studied subjects, which are assessed by teams of external examiners. Examinations sessions are held each year and results on scale 1 to 7 for each subject are awarded to students.

## **Purposes of assessment in the DP**

Formal assessment in the DP is a summative assessment, designed to record student achievement at, or towards, the end of the course of study and used to contribute to the final qualification. However, over the course of two years, teachers at Mashrek International School must engage students in assessment for learning using a wide range of assessment strategies appropriate to the nature and level of understanding they are assessing.

November – First quarter assessment

February – End of semester assessment

March – Third quarterly assessment for 11 IBDP and Mock Exams for 12 IBDP

June – End of year assessment (for grade 11 IBDP)

## **What and why do we assess?**

The aim of Diploma Programme assessment is that it should support curricular goal and encourage appropriate student learning. Diploma Programme assessments measure students' achievement levels against published criteria that are derived from the course aims and objectives. The formal assessment requirements make it clear how summative assessment will be conducted, and how the student will be judged at the end of the course.

The IBDP consists of six subjects groups and three core requirements.

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central in the core of the Diploma Programme.

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives and criteria for each subject.

## **Internal assessment**

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigation and artistic performance.

## **External assessment**

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

The grading system is criterion based (results are determined by performance against set standards); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

## Grading System

The grades on the reports are created using the following Grade Boundaries that is used in Pioneer System at the school and converts the numerical value to a grade out of 7:

Mark 30% Quarter Assessment		Mark 40% End of Term Assessment		Mark 100% Total/Semester		Theory of Knowledge	
Mark Range	1-7	Mark Range	1-7	Mark Range	1-7	Grade Description	1-7
26-30	7	34-40	7	85-100	7	Excellent	7
23-25	6	30-33	6	75-84	6	Very Good	5-6
20-22	5	26-29	5	66-74	5	Good	4
17-19	4	23-25	4	56-65	4	Satisfactory	3
15-16	3	20-22	3	50-55	3	Unsatisfactory	1-2
12-14	2	16-19	2	40-49	2		
0-11	1	0-15	1	0-39	1		

Points are awarded from 1 to 7. Up to three additional points are awarded depending on the grades achieved in the extended essay and theory of knowledge, so the maximum possible point total in the IBDP is 45.

MIS uses the subject group grade weights and IBDP mark bands (which vary for each course). This is done to achieve an accurate reflection of how well the students are doing in their IBDP courses. Teachers refer to the Examiners' Report on yearly basis to check the common weaknesses and strengths, in addition to the subject and components' grade boundaries and use it in the holistic judgment and prediction regarding students' achievements and expectations.

## The Core

The core will be assessed using the same assessment principles outlined in the IBDP specifications.

<sup>7</sup>CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme progress is monitored by the CAS coordinator at the school. CAS students will be expected to reach certain CAS targets by predetermined dates (end of semester or end of report period) to fulfill the requirements of the programme and if they do not meet these targets they will receive a failing condition.

Students in Extended Essay and TOK are assessed using the letter grade matrix provided by the IBDP.

The extended essay is an in-depth inquiry a focused topic intended to promote high-level research and writing skills, intellectual discovery and creativity. As with the PYP exhibition and the MYP personal project, the extended essay can be seen as culminating experience, one that prepares students well for some of the academic challenges they will face in higher education.

## The Extended Essay – TOK Matrix<sup>8</sup>

### The diploma points matrix

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

<sup>7</sup> Creativity, action, service guide for students graduating in 2010 and thereafter, International Baccalaureate Organization.

<sup>8</sup> Extended essay guide for First exams 2013, International Baccalaureate Organization

## Assessment of Students with special needs

Students are referred to the learning support department based on a recommendation conducted by the teacher and approved by the Principal of School. The learning support department makes a case diagnosis and therefore modifies the curriculum as well as the strategies manifested in the following:

- Having a learning support teacher with the student inside the classroom
- Modifying the objectives of each subject to the level of competency of the student An Individual Education Plan (IEP) is developed accordingly.
- Modifying the methods and components of the evaluation to meet the MYP criteria in a way that suits (caters to) the objectives and needs of the individual student. A descriptive report for each student is conducted. The student is not evaluated according the criteria

In the Diploma Programme MIS follows the IB regulations in the document published in May 2009 and Updated May 2011 and September 2013 “Candidates with assessment access requirements”