



Mashrek International School

Assessment Policy

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School Mission Statement

Our mission is to teach students critical thinking, international understanding and appreciation for diversity while preserving the Arabic culture. Mashrek raises the individuals to become proud of their identity, responsible and productive citizens in their country and the whole world as well.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.

The IB Learner Profile

The IB learner Profile is fundamental to all we do at the school and underpins everything we do. It is clearly present in our planning and preparation and also through our policies and procedures. The learner profile does not stop at school and we believe all members of the school community should embody it.

<p style="text-align: center;">Inquirers</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p style="text-align: center;">Open-minded</p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p style="text-align: center;">Knowledgeable</p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p style="text-align: center;">Caring</p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p style="text-align: center;">Thinkers</p> <p>We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p style="text-align: center;">Risk-takers</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p style="text-align: center;">Communicators</p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p style="text-align: center;">Balanced</p> <p>We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p style="text-align: center;">Principled</p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p style="text-align: center;">Reflective</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

Overview of Assessment Policy Development

Generally the assessment policy is reviewed annually by a committee to include updates that the school community has integrated within process of assessment as well as to align with the IB programme requirements.

This policy is published on the school's website and the school's community platform.

Assessment Philosophy

Mashrek International School is an authorized IB world school offering the Primary Years Programme, Middle Years Programme and the Diploma Programme. Our approach to assessment reflects the philosophy and objectives of these programmes.

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, 21st 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.

Essential Agreements on Assessment Policy

This document has been developed for the school community and stakeholders so that everyone has a common understanding as to why and how we assess students at Mashrek.

- All teachers and administrators will be a part of the process of writing and reviewing the assessment policy.
- The assessment policy will be a working document for the staff and the administrators to connect to the mission, vision and the practices of assessment at the school.
- Any modifications done in the policy will have the consensus of all and shared with all stakeholders.
- Assessment will be an integral part of the planning, teaching and learning and focus on gathering as well as analyzing information to further facilitate teaching and learning and improve students achievement.

Assessment Expectations for Mashrek

The main aim of assessment is to provide constructive feedback on the learning process to support and improve learning by empowering students and transforming practice. Therefore, we believe that effective assessment is dependent on a partnership between students, teachers and parents who should all understand and be actively involved in the assessment process.

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.”¹ 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 within of a context and through inquiry
- 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
- 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.
- Know and understand in advance the expected criteria
- Analyze their learning and feedback to understand what and how is needed to improve

Effective assessment allows parents to:

- Monitor evidence of student learning and improvement through their children’s portfolios as well as the progress report and academic achievement report
- Support and celebrate student’s learning
- Monitor their children’s progression towards their set goals

Effective assessment requires teachers to:

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

¹ International Baccalaureate Organization. IB Learner Profile Booklet. Cardiff, Wales: International Baccalaureate Organization, 2006.

- Use assessments' analysis to inform and improve their instructional strategies as well as student's achievement
- Provide effective and timely feedback to student's
- Standardize assessment before and after assessing

Purpose of Assessments

Why do we assess?

At Mashrek effective assessment promotes active teaching and learning enabling students to exhibit a broad range of conceptual understanding. Assessments therefore are designed to monitor the progress of a student's learning, achievement and enhance the overall learning of students. Assessment aids curriculum review and improve teaching and learning instruction through professional development. All stakeholders (students, parents, and teachers) are informed of students' progress.

What do we assess?

Assessment consolidates the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of the attributes of the IB learner profile and the decision to take action.

Who assesses?

Both teachers and students take part in the assessment process. On a regular basis teachers assess students both formatively and summatively and provide regular constructive feedback to develop student's skills and knowledge. Moreover, students are regularly involved in self and peer assessment where they are given the opportunity to reflect on the learning process.

All assessments are monitored by heads of school and coordinators to ensure validity, consistency, preciseness, diversity, comprehensiveness as well as alignment with the IB Programme requirements

How do we assess?

Assessment at MIS follows the "Backward Design" model by Wiggings and McTighe (2003) and is designed in three stages:

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

In PYP, MYP and DP Programs, IB unit plan templates are used to build each unit.

The assessments encompass a wide range of authentic assessment tasks both formative² and ³summative, essay format, and performance tasks across the curriculum.

Strategies and Tools Used for Assessment

Mashrek employs a broad variety of methods or approaches when collecting data about students' learning and this is referred to as assessment strategies. The data then is recorded using a variety of tools, which are the instruments used to collect data. Assessments are based on set learning outcomes that are governed by their purposefulness, validity and relevance.

Assessment Strategies

Observations

All students are observed regularly with the teacher focusing on a whole class, small groups or individuals through learning various learning experiences.

Portfolios

These are a collection of student's work that demonstrate the acquired skills and the progression and growth of learning. The portfolios include examples of self, peer and teacher reflections, samples of students work, summative assessment. Also included are student's goal settings.

Open-ended Tasks

These are tasks in which the learner is presented with stimuli's and asked to communicate a response in a variety of modes (written answers, drawings, diagrams and solutions)

Selected Responses

These are direct exercises such as quizzes, multiple choice questions, true or false and short answers questions.

Process Focused Assessment

Teachers observe students with a particular skill in mind and observations are documented and recorded regularly.

Performance Assessment

These are assessments of authentic challenges and problems, these are based on the GRASP model that allows students to transform ideas into something concrete and observable through visual, audio, art, drama movement and music.

Students' Reflections

At the end of each lesson or unit, students are asked to reflect on their learning and progress as part of self-assessment.

Assessment Tools

Rubrics

An established set of criteria for rating students in all areas. The descriptors tell the assessor what signs or characteristics to look for and how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.

Exemplars

Samples of students' work that serves as concrete standards against which other samples are judged.

Checklist

These are lists of information, data, attributes or elements that should be present. Checklists can be used to in reading, writing, goal setting, self and peer evaluation.

Anecdotal Records

They are brief written notes based on observations of students. 'Learning stories' are focused, extended observations that can be analyzed later.

Continuum

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Peer Assessment

Peer evaluations consist of student analysis and assessment of peer proficiency using either established or self-generated criteria.

Self-Assessment

A key concept in alternative assessment is having the student learn to recognize his/her own progress by taking the time to reflect. Those who are able to review their own performance, explain the reasons for choosing the processes they used, and identify the next step, develop insight and self-involvement. Self-reflection, an important concept in any form of assessment, is a particularly important component of a student portfolio.

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. Academic honesty is particularly relevant to the area of assessment because students' achievement can be misrepresented due to deliberate or unwitting dishonesty or academic malpractice. As students' progress through the school, there are increasingly serious consequences of such misrepresentation.

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.

For further detailed guidance on academic honesty issues, please refer to the school's Academic Honesty Policy.

Feedback and Reporting on Assessment

Reporting is another form of feedback primarily focused on establishing, encouraging and maintaining communication between the home and school, the child and parent and the learner and teacher.

Reporting to Students

Students receive regular oral and written feedback both from their teachers and their peers to reflect on their progress and set goals for themselves. This is an on-going part of the assessment process. The feedback can be either in a formal or informal setting.

Reporting to Parents

A. Conferences

MIS has adopted the student led and the three-way conferences 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.

Both 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.

Three-way 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 such conferences, students discuss their learning and understanding with their teachers and parents, thus the three partite conference

Student-led Conferences

During the second semester, a student-led conferences take place for Grades Pre-KG-4 where students share their learning experiences with their parents. Students are in charge of guiding parents through a set of learning experiences in order that parents might get a glimpse of life inside their classroom.

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

B. Portfolio

The IB promotes use of a portfolio and defines it as a record of student's work that is selected to tell a story about the learning journey and the growth and creativity of the student. It is an assessment tool that enables the student to reflect with teachers, parents and peers in order to identify his/her strength and growth as well as areas for improvement in all curriculum areas and then set individual goals and teaching and learning plans.

C. Wall Displays/Videos

The school values the process of students' work through displaying that work in many ways:

- Videotaping students at work
- Taking digital photos
- Scanning students' work

- Exhibiting students' work in the classroom and along the hallway

D. Celebrations

Throughout the year parents are invited to school and students showcase their learning and this provides students with the opportunity to demonstrate independence and responsibility for their won learning. They share their learning with their parents through various ways either independent or group presentations, experiments, art or even performances. This opportunity unites students, teachers and parents to celebrate the learner's success.

E. Parent Sessions

Parents gain information about the school through Parent Orientation Sessions conducted at the beginning of the year and other parent meetings are held as appropriate throughout the year.

F. Written Reports

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. The purpose of the written report is to provide a summative record of progress for students, parents and the school and to document targets for further development.

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

Primary Years Programme (PYP) Specific Assessment Details

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 tier 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.

Types of Assessments

Pre-Assessment: Teachers use pre-assessment at the beginning of each unit of inquiry to gather information about what the students already know or can do before starting a learning cycle, and use that information to determine the next steps in teaching and learning.

Formative Assessment is assessment for learning and plays an integral part in the teaching and learning cycle. It is ongoing assessment interwoven within each unit of inquiry. It provides both teachers and students with regular feedback regarding student understanding and use of concepts, knowledge and skills.

Summative Assessment is the culmination of teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously:

it informs and improves student learning and teaching process; it measures understanding of the central idea and prompts students towards action. Each unit of inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit. The school encourages teachers to plan the tasks using a framework which ensures that children will need to demonstrate higher order thinking and students are made aware of the summative assessment task and the criteria in advance.

Documentation of Assessment in PYP

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

The portfolio may also contain images/photographs as evidence of students in the process of constructing meaning. The portfolio will be sent to the next grade along with the child to be checked by both homeroom teachers before allowing the child to take it home.

All summative assessments from the units of inquiry and end of unit reflection sheets will be part of the portfolio. It may also be used to document student **action**. Each grade level are encouraged at the beginning of the year to discuss the portfolio policy and design their own essential agreements for the portfolio which will be signed by both the teachers and the student.

Report Cards

The purpose of report cards is to give students and parents a clear description of the child's progress towards mastery of grade level expectations. Additionally, the report cards reflect the overall understanding in each of our transdisciplinary units of inquiry. Evidence that demonstrates students' development of the attributes of the IB learner profile, attitudes and approaches to learning are communicated through personalized comment. The focus of these comments may vary by level and units of inquiry studied. PYP elements are reported as observed, but not graded.

Grading or Scores Grades are not given in the primary years, although scores using rubrics may be assigned by teachers, students, or peers.

PYP Report Card Evaluation Scale

Scale	Descriptor
E Excels Expectations	The student shows exceptional understanding of mastering the skills, knowledge or key concepts and applies understanding beyond what has been taught.
M Meets Expectations	The student meets grade level expectations and shows strong evidence of consistently understanding and applying the skills, knowledge or key concepts taught.
A Approaches Expectations	Independently the student shows partial understanding of the skills, knowledge or key concepts taught or is able to show understanding with help .
N Needs Improvement	The student has not yet or is just beginning to demonstrate understanding of skills, knowledge or key concepts taught.

Assessing the Learner Profile and Attitudes

At Mashrek, all participants in the learning process are expected to model the attributes of the Learner Profile. The assessment of the policy will be for students to self-reflect and set goals on their development of the attributes.

Strategies/Tools:

- The learner profile is transparent in the classroom and evident in the general language of the school.
- The learner profile and attitudes are authentically embedded in each Unit of Inquiry and each unit has “focus attributes” that will be revisited during the duration of unit. Throughout the school year, teachers plan purposeful learning experiences to allow students to experience all of these attributes. Various assessment strategies are implemented to meet the diverse needs of students and enhance **creative** and critical **thinking**. (**Creative & Thinker**)
- By the end of each unit, students will use the Unit Reflection sheet to assess their understanding of the key concepts of the unit. Unit reflections also allows students to self-assess their demonstration of PYP attitudes
- With each written report, teachers add a picture of each child exhibiting one of the IB learner Profile attribute. They also actively use the language of the learner profile when writing the comments in the reports.
- Teachers, students or other members of the community give informal feedback or recognition to students as a way of reinforcing or providing models of exemplary actions. We have Student of the week program where students are selected in each classroom and are given badges as a recognition for the action that they took as learners using the IB learner profile. Selected students are also awarded learner profile or attitudes certificates each month and they pictures are added to the weekly newsletter.
- Grade 4 students reflect their personal growth/ journey through demonstration in the exhibition using portfolio pieces.

Assessing the Essential Elements

We assess all the five essential elements (Knowledge, concepts, skills, attitudes and action) either formally or informally. However, some elements such as attitudes and actions are mostly observed through student interaction, contributions and self-reflections.

Conclusion of the PYP: The Exhibition

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”.

The exhibition is an in-depth collaborative inquiry undertaken by students in their final year of the PYP, which requires commitment and tolerance by which it involves students in identifying, investigating and offering solutions to real-life problems.

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. A timeline checklist is discussed with students and is used for self –monitoring. The homeroom teachers maintain a detailed anecdotal record of the PYP Exhibition learning journey for each students using the Exhibition process journal booklet. Students plan and share their assessment strategies and tools for the lines of inquiry with their mentors. Each group of students come up with their essential agreements and self-reflection continuum. Using digital portfolios, students with the support of mentors maintain a record of the learning through photographs and videos in addition to reflections on the learning process.

Students are provided with the opportunity to choose different ways to demonstrate their conceptual understanding of the chosen topic. Digital technologies are used as a tool to support students’ understanding and communication and they in return express their conceptual understanding through various ways such as musical performances, dance, drama sketch, PowerPoint presentations, prezi, models or even crafts.

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

Middle Years Programme (MYP) Specific Assessment Details

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

The MYP assessment model is criterion-related. Teachers design tasks that are conceptualized, contextualized and aligns with objectives defined by the IB in the subject guides. Tasks are assessed against established criteria, not against the work of other students.

MYP assessments aims 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 and is a mandatory programme requirement.

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 9(MYP Year 4) and 10(MYP Year 5) all strands must be assessed in a given task.

Task specific clarification must be used where appropriate.

Teachers must use the MYP subject specific objectives for years 1, 3 and 5 found in the subject guides. Grade 5 (MYP Year 0) follows the objectives of Year 1, Year 2 follows the objectives of year 3 and year 4 follows the objectives of year 5.

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

E-Assessments

Mashrek International School requires IB-validated grades for students in grade 10 (MYP Year 5), therefore students are registered to the International Baccalaureate information system (IBIS) for the MYP certificate, awarded at the end of grade 10 (MYP Year 5), after successfully completing the on- screen examinations and the e- portfolios done in May of each academic year.

Students are registered for History, Maths, English language & literature or Acquisition, Arabic Language and literature or Acquisition, a choice of two sciences, a choice of one e- portfolio either Digital Design, Product Design or Visual arts and Interdisciplinary learning.

Award of the IB MYP Certificate

The IB MYP certificate will be awarded when all conditions have been met in compliance with the General regulations: Middle Years Programme and as described below.

A candidate may register for any number of subjects (including language acquisition, arts, physical and health education, and design), but only six subjects contribute to the award of the certificate. A candidate must also register for the personal project and an interdisciplinary on-screen examination. If a candidate takes more than one subject from the same subject group, the highest grade will count towards the certificate. Where a candidate chooses to take multiple subjects from arts, physical and health education or design, the highest single grade from these subject groups will count towards the certificate.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the certificate.

- Language and literature
- Language acquisition (or a second language and literature)
- Individuals and societies
- Mathematics
- Sciences
- Arts, physical and health education or design.

The IB will award an IB MYP certificate to each candidate who has:

- gained a grade total of at least 28 from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the personal project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for community service.

Award of a Bilingual MYP Certificate

A bilingual MYP certificate will be awarded to a candidate on successful completion of at least one of the following additional conditions.

- Achieve at least a grade 3 for two language and literature on-screen examinations
- Achieve at least a grade 3 for a science, individuals and societies or interdisciplinary on-screen examination project in a response language that is not the same as the candidate's chosen language and literature examination subject
- Achieve at least a grade 3 for the submission of an ePortfolio for arts, physical and health education, design or the personal project in a response language that is not the same as the candidate's chosen language and literature examination subject.
- The candidate must also achieve at least a grade 3 in the language and literature examination subject.

MYP Assessment Criteria and Grade Boundaries

The maximum level of achievement for each criterion is 8.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
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.

MYP Regulations for Assessments

E-Assessment Exam Regulations

- Candidates must wear the school uniform during the exams
- All personal belongings, including any device for communication (which should be switched off), must be placed at the back of the room.
- Once you have entered the examination room, you are subject to the IB's regulations governing the conduct of examinations
- You should be admitted to the examination room at least fifteen minutes before the examination is due to begin. You must enter the room in a quiet and orderly manner.
- The coordinator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator and remain seated until permission is given to leave the examination room.
- The coordinator will provide candidates with the four-character access code to enable them to access the on-screen examination
- Once each candidate has logged in, they must ensure that the correct candidate details are displayed. Candidates should then be instructed to begin the examination, which consists of five minutes reading time, followed by two hours for answering the questions and, finally, an optional ten-minute Reflection Journal.
- When the reading time begins, the clock on each candidate's screen will count down from five minutes. During this time, all response fields will be locked and candidates should take the opportunity to familiarize themselves with the layout of the examination. Once the reading time has ended, candidates should click the start button to properly commence the examination.
- Candidates are not allowed to leave the examination room during the first hour or last 15 minutes of an examination. Candidates will only be allowed to leave the examination hall for emergencies.
- If a candidate wants to leave to the bathroom, during the time permitted, the candidate will not be given any extra time.

School-Based Exam Regulations

- Students must wear the school uniform during the exams
- All personal belongings, including any device for communication (which should be switched off), must be placed at the back of the room.
- Once you have entered the examination room, you are subject to the school regulations governing the conduct of examinations
- You should be admitted to the examination room at least fifteen minutes before the examination is due to begin. You must enter the room in a quiet and orderly manner.
- The coordinator/Head of school will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/Head of school and remain seated until permission is given to leave the examination room.
- Students are not allowed to leave the examination room during the first hour or last 15 minutes of an examination. Students will only be allowed to leave the examination hall for emergencies.

- If a student wants to leave to the bathroom, during the time permitted, the student will not be given any extra time.

Assessment Standardization

Where more than one teacher is teaching the same course within a subject group, the process of internal standardization of the common assessment task must take place before final achievement levels are awarded to any student. (Standard C4, Practice 1b.). Teachers use the standardization form.

Internal standardization of assessment is also required for the personal project offered in year 5 and the community project offered in year 2

Best Fit Judgment

In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

Professional Judgment

Teachers must gather sufficient evidence from a range of summative assessment tasks to enable them to make a professional and informed judgment for each criteria assessed

Assessment Analysis

A major purpose of the monitoring plan is to put a system for the ongoing collection of data aligned with the teaching and learning.

How will a teacher analyze data?

The purpose in analyzing classroom data is to determine what the students have learned, what they need help in to learn and how you need to plan instruction to ensure that they all do learn. Teacher use a standardize form for analysis

Teachers need to consider the following questions when analyzing the work of students:

- What 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? (Areas of strength, areas for improvement)
- 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?



Standardization Form

Student's Name: _____

Assessment Task Title: _____

MYP Year Level: _____

Subject: _____

The student's work is (please mark box):

Comparatively good

Average

Comparatively weak

Please use the column on the right to explain the choice of level for each criterion (Teacher 1).

Criteria	Level (Teacher 1)	Level (Teacher 2)	Level (Teacher 3)	Level Awarded	Comments
A					
B					
C					
D					

Name of Teacher (1): _____

Name of Teacher (2): _____

Name of reference teacher (3): _____

Signature of Teacher (1): _____

Signature of Teacher (2): _____

Signature of Teacher (3): _____

Date: _____

Date: _____

Date: _____

Assessment Analysis Form							
Grade Level:		Subject:			Teacher's Name:		
Assessment Date:				Total Number of Students:			
Type of Student Assessment							
<input type="checkbox"/> Formative Assessment (<i>Corrected with Individual Feedback</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Quiz <input type="checkbox"/> Task (ex: essay/presentation) <input type="checkbox"/> Copybook Task <input type="checkbox"/> Worksheet <input type="checkbox"/> Assessment Exam <input type="checkbox"/> Other (Specify): 				<input type="checkbox"/> Summative Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative <input type="checkbox"/> Non-Cumulative 			
Student Performance Objective A							
(level 1-2) <i>Novice</i>		(level 3-4) <i>learner</i>		(level 5-6) <i>Practitioner</i>		(level 7-8) <i>Expert</i>	
No. of Students		No. of Students		No. of Students		No. of Students	
% of Class		% of Class		% of Class		% of Class	
Teacher Recommendations				Supervisor Recommendations			
Class average Areas of strength - - Areas for improvement - -							
Name:		Signature:		Name:		Signature	

Assessments 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.

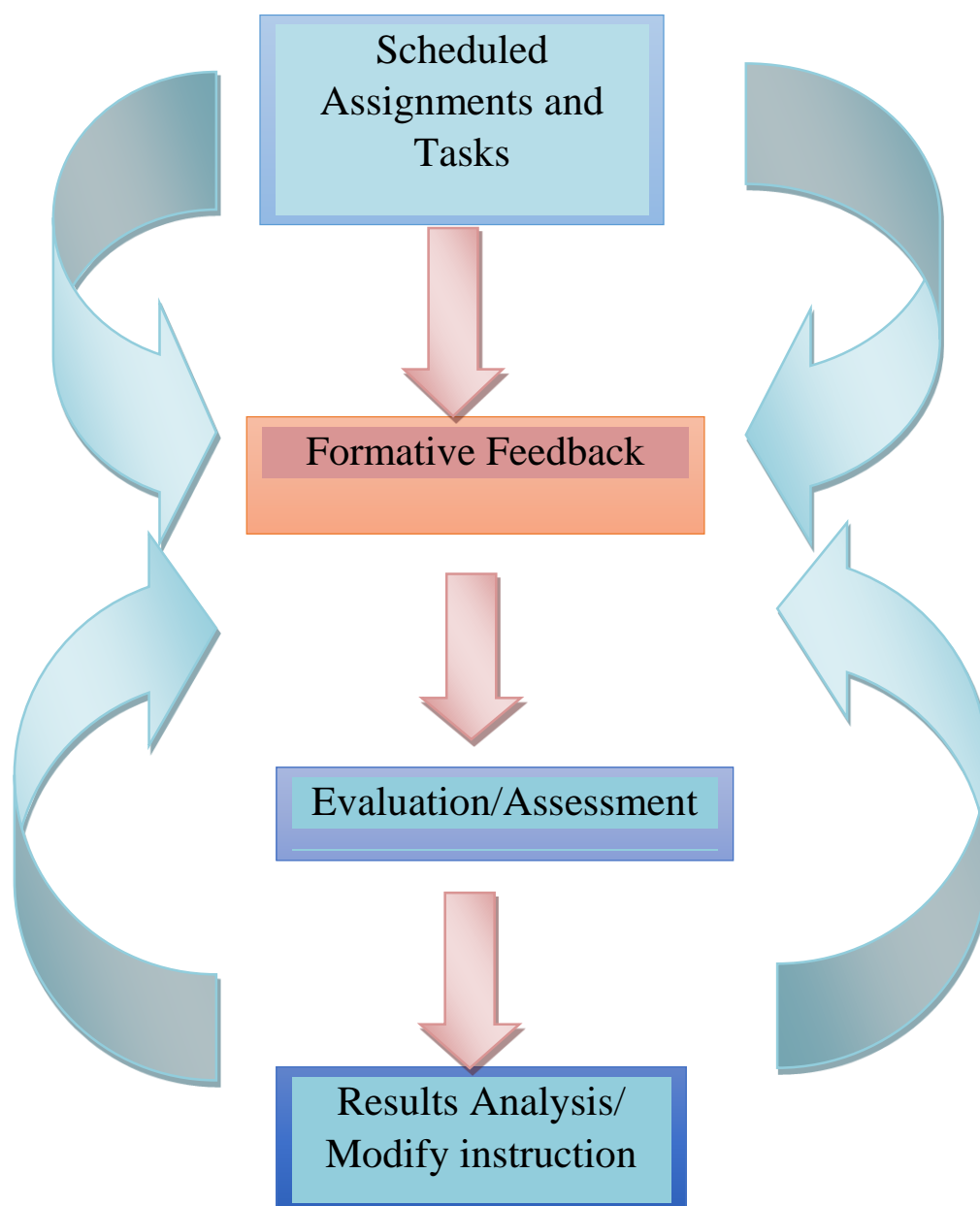
During their two years of study in the DP, students produce work for internal assessment, some of which is marked by classroom teachers according to subject specific criteria, and then moderated by external examiners. Students also complete assessment tasks during the course of study under the supervision 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.

October– First quarter assessment

January – 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 the 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.

Mashrek International School 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.

⁴CAS 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 Matrix⁵

The diploma points matrix

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

⁴ Creativity, activity, service guide for students graduating in 2017 and after, International Baccalaureate Organization.

⁵ 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 Mashrek follows the IB regulations in the document published in May 2009 and Updated May 2011 and September 2013 “Candidates with assessment access requirements”

The Assessment Policy was revised and updated in June 2017 in accordance to new publications, by the below mentioned steering committee:

- DP Coordinator- Mrs. Rama Qadi
- MYP Coordinator- Mrs. Nada Nimri
- Primary PYP Coordinator- Mrs. Rima Kassem
- KG PYP Coordinator- Mrs. Reem Samara
- Middle School English Teacher-
- Primary School Homeroom Teacher- Mrs. Natasha Zuraigat
- Primary School Homeroom Teacher- Mrs. Rania Khirfan
- Kindergarten Homeroom Teacher- Mrs. Anna Shukhtina