



IB – MYP Assessment Policy

Assessment Philosophy

In both the middle years program and the diploma program, students learn through concepts and inquiry. Assessments aim to measure knowledge, understandings and skills. Assessments take different formats and include summative tasks as well as formative tasks. During learning engagements, student understanding is assessed in formative activities. At the end of the unit students are summative assessed.

Middle Years Program summative tasks are written and assessed according to MYP assessment criteria for each subject.

Diploma Program students are assessed according to Diploma subject guides criteria and objectives.

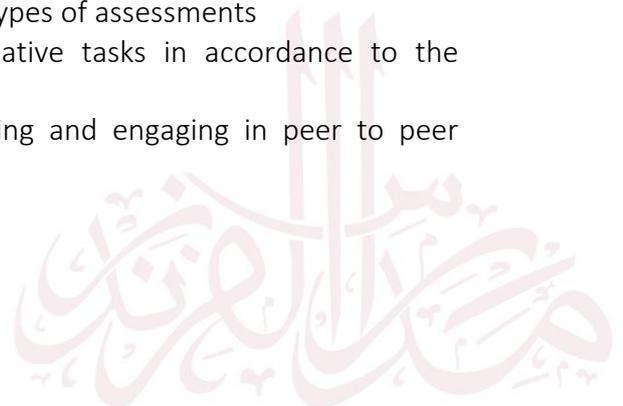
Assessment Practices

Teachers:

1. Subject group teachers collaboratively design and develop tasks, learning engagements and assessment tool to ensure standardization and consistency within each subject and each grade level.
2. Learning experiences are designed to prepare students for the final unit assessment at the end of each unit. Learning experiences must use a variety of strategies to ensure conceptual understanding is reached.
3. Each assessment must have a written set of instructions (Task Specific Clarification) related to the given task. The instruction must include detailed description of the task itself; the knowledge, understandings and skills being assessed as well as the assessment criteria.
4. Assessments activities on diverse forms like tests, presentations, debates, writing assignments, journals, worksheets, student led discussions
5. Self-reflection is highly encouraged and practiced. Student reflect on the work they did and are able to self-assess their work identifying strengths and areas of improvement
6. Peer to peer assessment is encouraged. Students assess each other during a learning engagement and share feedback on each other's work.

Students:

1. Students engage authentically and honestly in all types of assessments
2. Students will submit authentic work for summative tasks in accordance to the Academic Honesty Policy
3. Students will support their peers through learning and engaging in peer to peer assessment



Parents:

1. Through assessment reports, parents learn about their child's learning progress and achievement
2. Parents can also communicate directly with teacher to discuss their child's learning progress and needs.
3. Parents can use the data provided to further support their child's learning at home.

Reporting Assessments:

Teachers report to parents on student achievement on a regular basis through various channels:

1. Summative Task Marks: those are reported on Education every time a child sits for a summative Task
2. Formative Task Feedback: teachers provide feedback on formative work in class. They may also provide answer keys
3. Parent-Teacher Office Hour: Parents are encouraged to meet with their children's teachers to receive overall feedback on student performance in class and during different learning experiences.
4. Report Cards: The upper campus releases report cards four times a year, at the end of every quarter.
5. Parent-Teacher Conferences: At the end of the first and the third quarter, parent teacher conferences are held for parents and teachers to talk about student progress and achievement throughout the grading period.

Standardization:

Assessments are collaboratively standardized to ensure consistency in assessment tasks as well as marking. Teachers are required to exchange sample papers for peer-to-peer feedback.

Accommodations:

Learning Support accommodations are available to special education students in accordance with IBO standards and practices and is fully aligned with the School's learning support policy.